

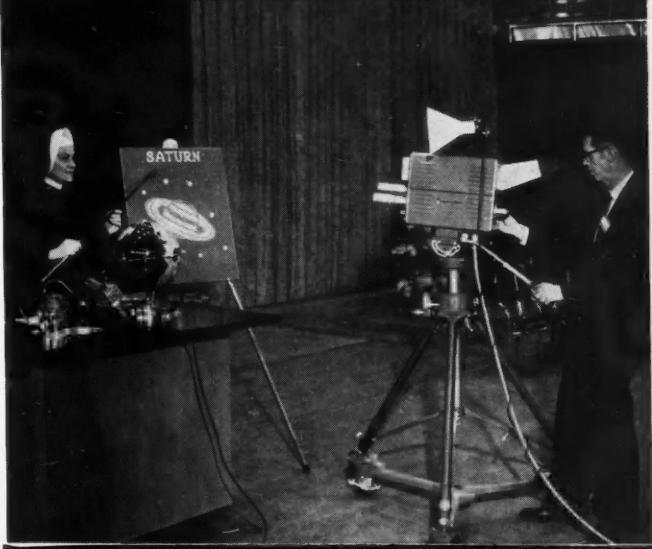
June, 1960

Boston University
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Catholic School Journal

The effectiveness of closed circuit television was demonstrated by Sr. M. Georgita, B.V.M., at N.C.E.A. convention.
See page 42.

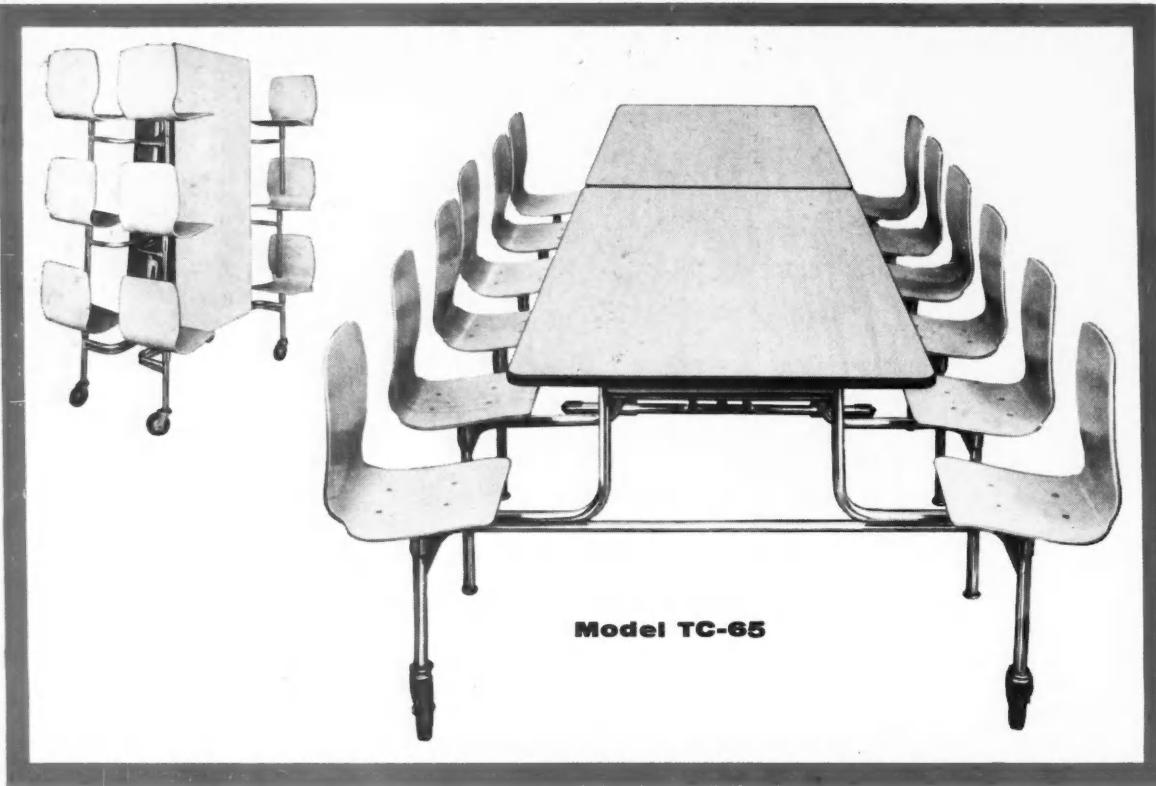
Editor's report of the N.C.E.A. Convention begins on page 27.



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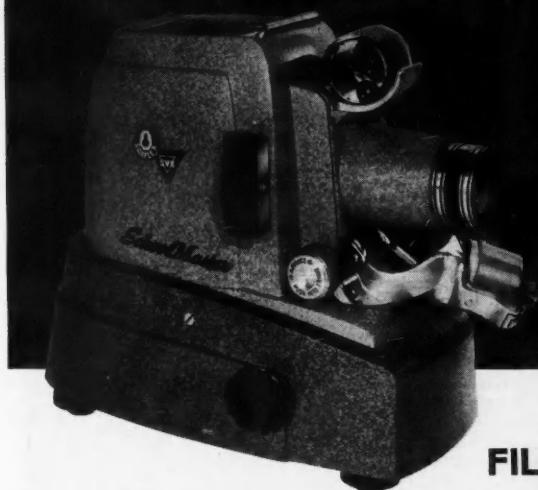
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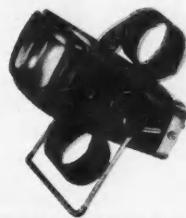


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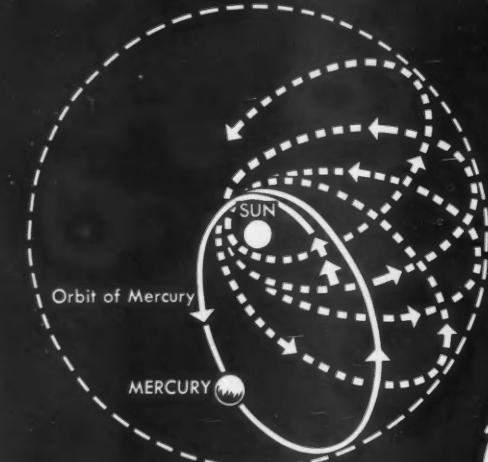


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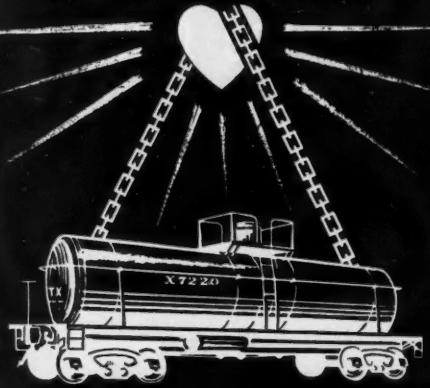
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The Catholic School Journal

VOL. 60, NO. 6

JUNE, 1960

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THE CATHOLIC SCHOOL JOURNAL

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EDUCATIONAL PROBLEMS

Why Abuse the Catechism?	Sister M. Eunice, P.B.V.M.	13
Schools Should Emphasize Intellectual Training	Urban H. Fleege, Ph.D.	19
Editorials		20
Early Christian View of Classical Education	Frater Victor Siemaszko, O.Carm.	21
Project Talent: A National Educational Inventory	Sister M. Ruth, R.S.M.	22
The Community Institute	Sister Eileen, O.P.	24
Student Teachers Practice Methods	Sister Charles Marie, O.S.F.	25

SPECIAL FEATURES

A "Foreigner" Goes Traveling	Bruce Alan Varner	16
For a Father-Daughter Banquet	Sister M. Louis, O.S.B.	18
Teacher's Farewell (Poem)	Sister M. Emmanuel, C.S.J.	19

THE NCEA CONVENTION

The Editor's Impressions of the NCEA Convention	Edward A. Fitzpatrick, Ph.D.	27
Excellence Through A-V Aids (CAVE Convention)	Ella Callista Clark, Ph.D.	40

CATHOLIC MANAGEMENT SECTION

See Contents	45
------------------------	----

NEWS AND REVIEWS

Evaluations of Audio-Visual Aids	Ella Callista Clark, Ph.D.	5
New Books		64
News		70
Summer Education Courses		74
Coming Conventions		75
New Supplies		76

11:00 A. M.

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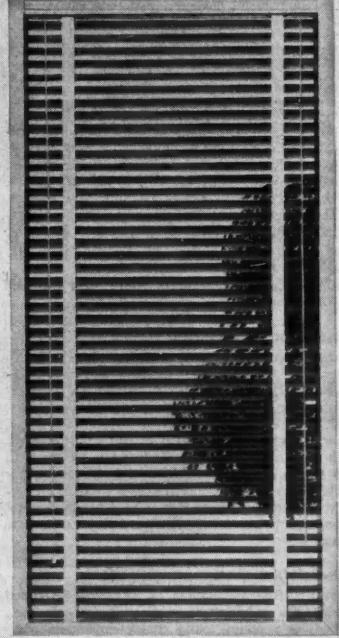
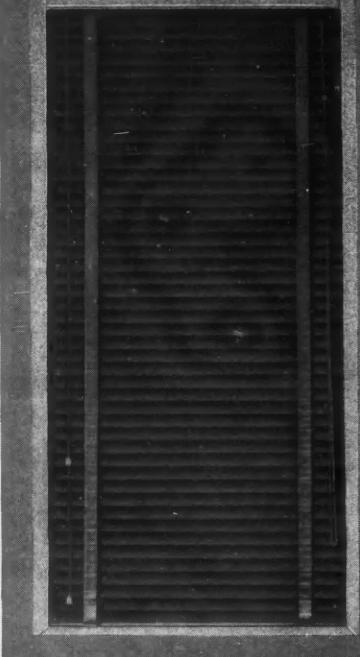
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

ST. JOHN'S CATECHISM

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The ST. JOHN'S CATECHISM filmstrip series of 30 units is now complete and the last units to be prepared on the Commandments will be reviewed in our September issue, since they are not available for evaluation at this time. The preceding units have been reviewed in these columns as they have been completed. Readers and users of these well organized, impressive filmstrips will recall that there are 10 units on The Creed, 10 on The Sacraments, and 10 on The Commandments. Each unit of this series of color filmstrips of about 60 frames each has a 10 minute dramatization recorded on a 12-inch unbreakable 78 rpm record.

ARCHDIOCESAN AUDIO-VISUAL LIBRARY
300 Broadway
Newark, N. J.

Holy Sacrifice of the Mass

This is a 20-minute color film the use of which was demonstrated at the Catholic Audio-Visual Educators' Association Convention in Chicago, April 20, 1960. Currently it is available for rental at \$12. However, Father John McAdam, Director of the Library, indicated that he expected it to be available soon for purchase at a price yet to be determined.

Fathers Paul and Edward Hayes of the Archdiocese of Newark have made this film which reveals the ceremonies of the Mass at close range while the narrator clearly and simply explains their history and their significance.

At the beginning the film shows the faithful entering the church every day to assist at the Holy Sacrifice of the Mass. While the altar boy lights the candles, and other preparations are made for the Mass, the significance of each object including vestments, sacred vessels, and symbols is clearly described. The priest and server come to the altar and as the Mass progresses each part of the Mass is depicted and carefully explained. Besides, the participation of the

congregation is also shown to indicate the proper manner of assisting at each part of the Mass. The entire presentation is impressive and highly informative. It is done in an artistic manner and with excellent continuity and carefully organized narration. Not only is this film valuable for persons not familiar with the Mass, but it is a very worthwhile review for anyone who has the opportunity of seeing it.

Unique and much needed also is the sign language version of THE HOLY SACRIFICE OF THE MASS. In this 40-minute color film, Father Julian Grehan in co-operation with Mt. Carmel Guild's apostolate for the deaf clearly explains the Mass in sign language. Of course, the usefulness of this film is limited to the deaf and others who know the sign language. The ever increasing number of deaf who have learned to read lips and to speak but do not know the sign language would derive no profit from seeing this film.

EYE GATE HOUSE, INC.

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How to Get the Most out of a Filmstrip

This is a 50-frame color filmstrip accompanied by a 10-inch long-play record. The unit costs \$8.50.

This is a very helpful aid in helping teachers to make optimum use of a filmstrip and since the number of good available filmstrips is rapidly increasing, it is very timely and practical especially for faculty meetings. Why not plan to use it in September so as to extract maximum value from the use of filmstrips throughout the entire school year?

This filmstrip shows three things: (1) what a filmstrip should do; (2) the mechanics of setting up the projector and screen; and (3) how to integrate the filmstrip into a lesson such as is demonstrated by an actual class studying Egypt.

Part two contains several very practical suggestions in saving time and avoiding embarrassment in the use of a

filmstrip. It warns us always to have an extra lamp on hand so as to be able to meet the emergency promptly when that lamp unexpectedly burns out. Also make sure to anchor the cord to a table leg so that when someone trips over the cord, he will not pull over the projector.

Part three clearly demonstrates how to integrate an appropriate filmstrip into a lesson effectively so that the class will extract optimum learning value from the lesson as a whole instead of misusing a filmstrip as an isolated gadget.

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A Newspaper Serves Its Community

A 12-minute sound, 16mm. film useful in elementary and junior high. It costs \$135 in color and \$70 in black and white.

This film shows how a newspaper works and emphasizes the many ways in which it serves its community. The film follows the reporting of a local news event: the arrival of a new baby elephant for the town zoo. It documents the step-by-step processes of writing, editing, printing, and delivering a newspaper, and shows the variety of news, features, and advertising a newspaper brings to a community each day.

One set of 15 mounted 10 $\frac{3}{4}$ by 13 $\frac{3}{4}$ -inch study prints of A NEWSPAPER AT WORK is available free with each print of the film, A NEWSPAPER SERVES ITS COMMUNITY. Single orders are \$5 per set.

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The Race for Space

A 54-minute, 16mm., sound black and white documentary film priced at \$250.

Produced by David L. Wolper in co-operation with the U. S. Department of Defense, the U. S. Army, Navy, Air Force, National Aeronautics and Space Administration, and the Ministry of

(Continued on page 6)

Evaluations of AV Aids

(Continued from page 5)

Culture of the U.S.S.R., THE RACE FOR SPACE contains American and Soviet rocket and space films never before seen outside our Intelligence Service, including first views of the dog-carrying Sputnik II.

The film shows the development of the giant V-2 under Hitler's direction, the capture of Wernher von Braun and other German scientists, and the dramatic firings of Sputnik I and Sputnik II, including scenes showing Laika, the

space dog, being prepared for flight. The finale is the dramatic build-up and launching of our first successful earth satellite, Explorer I, a sequence which ends with the actual films of the tense countdown in the blockhouse at Cape Canaveral. There are also probing interviews with Mrs. Robert Goddard, widow of the great rocket pioneer, and General H. N. Toftoy, winner of the Distinguished Service Medal for his successful direction of the Army missile program.

THE RACE FOR SPACE is an effort to give the true facts, impartially and ob-

jectively, about the race between the U. S. A. and Russia in missile development. General Holgar N. Toftoy, chairman of the World Space Committee, says that every American should see this film. It has been made a regular part of the Curriculum at West Point.

THE RACE FOR SPACE appeared on more than 100 TV stations in the U. S. A. the last week in April, and many who evaluated it then indicated that they regard it as a comprehensive, and stimulating resumé of missile developments to date.

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LIFE IN NORTHERN INDIA has 38 frames and depicts some of the many contrasts found in India, life in the towering Himalayas, in the beautiful Vale of Kashmir and in the fertile Ganges Valley.

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(Concluded on page 8)

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Evaluations of AV Aids

(Concluded from page 6)

Colorful illustrations portray the principles and means of today's powered flight. Detailed diagrams and cutaway views clarify difficult concepts and enable every student to see clearly how and why these vehicles can fly and how they contribute to man's well-being. The filmstrips are correlated with textbooks, supplementary reading material and classroom activities. The 6 filmstrips are as follows:

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HOW DO HELICOPTERS FLY? These 32 pictures show how the rotary wing provides both lift and thrust for a helicopter, how the pilot controls the helicopter, various types of helicopters and the many important jobs they can do.

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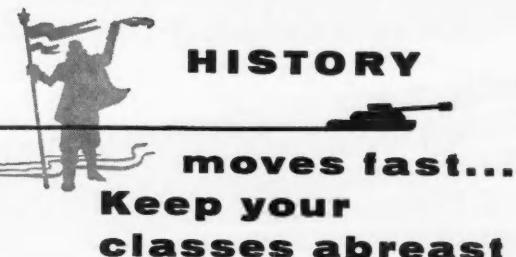
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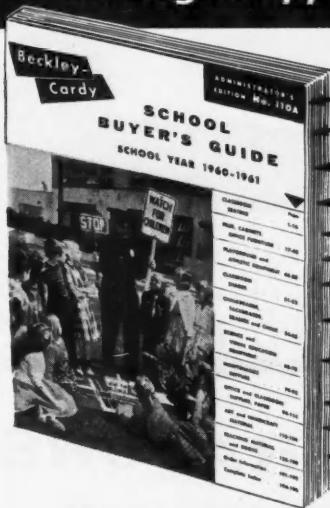
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The Catholic School Journal

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WHY ABUSE THE CATECHISM?

By Sister M. Eunice, P.B.V.M.

St. Henry's Convent, Monticello, Minn.

■ The Confraternity of Christian Doctrine began about 1935 to promote many needed improvements in teaching religion. Instead of the traditional hearing of memorized answers and assignment of "the next ten questions," teachers began to redirect their goals toward the forming of Christ in those regenerated by baptism. This created a need for new courses of study and attractive, colorful books, following the catechism but rich in sense appeal. Theologians and educators acclaim the new books, methods, and courses of study which resulted and which stress the living of religion rather than mere learning by rote.

But, on the part of many, this promotion of improved texts, methods, and courses of study has resulted in two errors: first, the failure to distinguish between method and the purpose of the catechism text; second, the false conclusion that the catechism is outmoded in the modern religion class. The leaders of the catechetical movement, however, no more intended the exclusion of the catechism than they approved its misuse. That the catechism has been misused in the past and in some instances still is being misused, no one will deny; especially those of us who have been not only the recipients of its abuse but also have been among those who have

abused it. And strange as it may seem, this misuse arose in part from the same failure that is being made today: the failure to understand the purpose of a catechism.

In the days gone by, due to this lack of understanding, the questions and answers were treated as a memory exercise in a sort of three-fold combination: method, course of study, and textbook. (1) The method: assign and hear questions; (2) the course of study: begin with lesson one and memorize answers consecutively; (3) the text: a Baltimore catechism. A fundamental error, yes; and maybe a fatal one in many cases. Rejection of this procedure is understandable and commendable, but that does not justify the modern fundamental failure to recognize the purpose of the Baltimore catechism as a *basic* text to be used within the framework of any course of study. When this purpose and its consequent place in the teaching of religion are understood, the Baltimore catechism is a valuable help in deliberately and intelligently directing the teaching of religion toward living the Christian life. When properly taught and learned, according to the developing mental capacity of the pupils, the catechism purposes to provide a doctrinal summary of religion that is: (1) a compendium of the basic facts for

doctrinal and moral thinking for a way of life; (2) an aid in developing confident and articulate Catholics; (3) a handbook for use in the spiritual life; (4) an aid to the right kind of organization; (5) a manual of concise, accurate statements for review, repetition, and drill; (6) a lifetime reference book.

The Right Kind of Organization

Organization is important in any area of learning, but in the momentous subject of religion it is pre-eminent; and its process here becomes more complicated, due to the complexity involved in the art of teaching and learning doctrine. This complexity derives from the various analogies, teaching aids, and techniques the catechist must necessarily use in an attempt to make abstract doctrines concrete through rich sense appeal. Or as Father Branigan would say, "to make it comprehensible to and comprehended by child and adolescent minds of greatly varying capacity."¹ The catechist tries to make these intangibles tangible to young minds not yet capable of speculative thought, by using apperceptive bases of natural and religious experience — story, picture, dramatization, and chalk talks.

¹J. J. Branigan, M.A., *The Teaching of Religion in Catholic Schools* (London: Macmillan & Co., Ltd., 1956), p. 26.

She also tries to make these doctrines more understandable and meaningful and to give them added motivation by relating them to the interests of the class and applying them to their environmental problems.

Then, because of the many facts presented through this correlated and analogous material, which is always built around the essential doctrines, it is paramount that the catechist establish in the young minds of her class a hierarchy of order and proper relationships through a carefully guided organization of the lesson. Otherwise, they may leave her class thinking the important thing in today's lesson was the apperceptive basis of natural experience. The noted catechist, Rev. Joseph B. Collins, national CCD director says of this final step of organization:

It is an inductive process whereby concrete and particular facts are synthesized to form the abstract and universal principle—the definition, doctrinal truth, or precept. The objective which the teacher sets out to teach, abstract and comprehensive by its nature in the religion course, is here met again by the pupils. It has been explained by the teacher and has been analyzed in the "assimilation" period; finally in this last step it is synthesized and summarized.²

This being true, what is a more logical or challenging act at the conclusion of each lesson than to open the particular graded Baltimore catechism suited to the mental age of the class, locate the "definition, doctrinal truth, or precept," and bring into line the class synthesis and summary with that of the learned theologians who worked out the catechism text. At this point, it is content that is wanted. And it is content, not method, that is stressed in the Baltimore catechism.

Memorization of the answers will now be relatively easy, because it is properly placed. As Father Drinkwater wrote: "Memorizing should not be the first step but the last step or finishing touch to a process of explanation and understanding."³ This memorization is, moreover, not just a memory exercise. It is part of the learning process; it is the final step in the right kind of mental organization.

It is often complained that memorizing the catechism, even as a part of mental organization, is difficult, because first, the gradations are inadequate; and,

²Joseph B. Collins, S.S., S.T.D., Ph.D., *Teaching Religion* (Milwaukee: Bruce Publishing Co., 1953), pp. 152-153.

³F. H. Drinkwater, cited in *Religious Instruction and Education* (New York: Joseph F. Wagner, 1939), p. 182.

second, the sentence construction and vocabulary frequently create learning obstacles. As for the gradation complaint, it is usually due to a lack of understanding of what the editors intended. They planned the Baltimore Catechism Number One for grades 3, 4, and 5. Grade 3 pupils learn only the questions suited to the mental capacity of grade 3, as directed in the course of study based on the catechism; and likewise, grade 4; while grade 5 masters all those answers not previously learned. Catechism Number Two is intended for grades 6, 7, and 8, and Number Three for high school. Again, the course of study designates the questions from the Catechism to be developed in each grade.

As for the vocabulary, it is difficult. But is it any more difficult than the vocabulary peculiar to any subject? Is it any more difficult than the space terms these same youngsters are using? The supernatural should be as much a part of their daily living as the scientific. But until this ideal is realized, it is up to the teachers to meet the challenge by using the terms over and over in the concrete presentation until they sound familiar to the class when met at the end of the lesson in the catechism itself. Sister M. Rosalia writes of this vocabulary obstacle:

It [teacher's explanation] requires use of words the children understand or the meanings of which are taught with sufficient concreteness and repetition. With regard to theological terms that often must be used, it is not the length of the word but its ambiguity and the infrequency with which the child sees and hears it, that constitute an obstacle to learning.⁴

Compendium of Basic Facts

There is much talk about the transfer of classroom religion to daily living. The new improved methods and textbooks emphasize teaching that is dynamically directed toward this transformation. This is as it should be, because, as Pope Pius XI states in his encyclical *On Christian Education*, the catechist should try to develop "... the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ."⁵

From this statement it is obvious that achievement is based upon thinking. And

⁴Sister M. Rosalia, M.H.S.H., *The Adaptive Way of Teaching Confraternity Classes* (St. Paul: Catechetical Guild, 1955), p. 80.

⁵Pope Pius XI, Encyclical "On the Christian Education of Youth, in *Five Great Encyclicals* (New York: The Paulist Press, 1941), p. 65.

thinking is based upon facts. Fundamental doctrinal truths necessary for leading a practical Catholic life are found in the Baltimore Catechism. Pope Pius XI has said, also,

... the catechism must become the book always more and better understood, because the catechism is the secret of the Christian life; it contains everything that God wants us to know and do in this life.⁶

When these fundamentals are "an epitome of knowledge, a summary of things learned" to our pupils, they will have a core of principles or know where to find them readily, on which to form correct theological thinking, judging, and acting in daily life. In other words, these truths through thinking become functional in the daily living of the children. They are the knowledge on which the daily love and service are built.

When questions and problems come up, or wrong attitudes creep into discussion—and they do—the teacher can, by skilfully handled questions guide the pupils to form their thinking on the catechism answer on which the application to Christlike daily living is based. On the positive side, when the catechist wishes to commend the class or to supernaturalize their motivation, she can again, through carefully directed questions, draw out the appropriate catechism answers on which thinking should be based.

If understanding is too slow, the catechist may, after arousing interest, let the pupils look up the answer in the catechism without telling them the number or page. The section to which they turn for their response is an indication of the accuracy of their thinking, or the absence of it. How their faces, even high schoolers' light up when they find the answer. And what avenues of discussion and thinking are opened!

Assuming that doctrines have been taught meaningfully as a means toward living the Christlife and have been memorized as a part of mental organization, their recall will bring into consciousness a whole chain of integrated thinking, because they were not taught as isolated facts but in their relation to the whole, regardless of their location in the catechism. In *Acerbo nimis* St. Pius X stresses the importance of this related whole:

The task of the catechist is to take up one or other of the truths of faith

⁶As cited by Sister M. Rosalia, M.H.S.H., in *Teaching Confraternity Classes* (Chicago: Loyola University Press, 1944), p. ix.

or of Christian morality and then explain it in all its parts.⁷

In reviewing the Sunday sermon on Monday or at the first CCD class of the week, the thinking of the pupils can be directed toward the basic facts in the catechism on which the sermon was built. It is surprising how quickly they can learn to do this. To realize that Father bases his thinking on Catechism facts greatly enhances this little book in their eyes. It is for them a functional compendium of truths for doctrinal and moral thinking basic to the Christian way of life.

Developing Confident, Articulate Catholics

Learning the catechism can be an aid in developing confident, articulate Catholics. Notice, the word *learning* is used. Those persons who have memorized the catechism without learning it in the true sense of the word, will never make confident, articulate Catholics unless they become so in spite of the way they were taught. Even learning the catechism is no guarantee of producing confident and articulate Catholics, unless the learning is directed toward this predetermined goal. This is where the Baltimore Catechism comes in: it is a unique help in guiding the students through the two major stages in attaining this goal.

The first of these two stages is the struggle for the command of accurate terms. In doctrine, word accuracy is extremely important. To change one word can change the whole meaning. All nontheologians have an innate fear of this, which is probably the leading cause of Catholic inarticulateness. The acquisition of an easy and ready recall of the precise catechism terms builds up within the pupils a feeling of confidence, which will help to prevent their mental processes from being crippled by an intense fear of conveying a wrong notion of a doctrine through a poorly chosen word. Or, as they may put it, of not knowing "how to say it."

The second stage in becoming an articulate Catholic is to work toward a unified organization of the material learned. The value of the Baltimore Catechism in this process was developed above. Doctrine carefully organized in the mind has special value in talking to others of the Faith. How can our pupils talk intelligently and convincingly about their religion if their only intellectual fund of information is a store of unorganized or improperly organized religious facts and thoughts and opinions

⁷St. Pius X, Encyclical "Acerbo nimis," in *Teaching Religion*, Appendix, p. 380.

chasing about in their minds?

In high school, expert mental organization can be achieved by studying the logical connection of the catechism answers, their differences in meanings, the place they occupy in a particular grade, and by redefining them. This helps students to see the finer shades of meaning and distinctions in the doctrines.

The inquiry is often made, "But what about the questions that are not in the catechism?" On this Father Branigan points out:

There are a great number of other subject headings which are usually included in a religious syllabus, but all can in one way or another find their place in the questions and answers of the Catechism.⁸

The catechism, then, contains the facts upon which to base the thinking for the answers not contained specifically therein. Before going into CCD work, I was teaching literature in a Catholic high school. In trying to get the students to substantiate their problematic thinking with doctrinal facts, as well as their moral judgments, I found it was only the students from certain parishes who were articulate. I began to seek the reason. It did not take long. These students came from schools in which the catechism was used effectively as a supplementary text, even though it was not the required text for the diocese at that time. My respect for learning the catechism dates back to that time.

Handbook for the Spiritual Life

Some may smile at the idea of the Baltimore Catechism being used for mental prayer. In fact, anyone who has considered memorization of it as an end in itself would smile, and with reason. It would have about as much meditative inspiration as the memorized multiplication tables. Its value in meditation or as a prayerbook comes after the power, truth, and beauty of the doctrines have been unfolded and assimilated. Not all doctrines, of course, will lend themselves to meditation or prayer, but a goodly number will. For example, "Why do we pray?" The catechist gives a few mental prayers at planned intervals based on one or more points of the answer, or on all of them. She may give an exercise at the beginning or end of her class, or at an opportune moment during the class. Then, as a home assignment, she asks the class to write a mental prayer on the same subject.

Or, take the questions, "How should we prepare ourselves for Holy Com-

munion?" and "What should we do after Holy Communion?" If the pupils can write a simple mental prayer consisting of one or two sentences on each part of the answer, the catechist is directing the learning of these doctrines toward vital personal spiritual development. If the students cannot do this, the catechist might well begin to wonder if she has been directing her teaching toward living the Christlife.

A Manual of Concise, Accurate Statements

The catechism has no equivalent as a text for review, repetition and drill of doctrines that have already been functionally learned. Oftentimes a teacher will excuse her failure to use review, repetition, and drill on the grounds that she has to cover so many pages or so many periodicals to find all the doctrines she has taught. The answer: use the proper graded text of the Baltimore Catechism as an aid.

Catechism. Review. Repetition. Drill. These words are apt to conjure thoughts of memory work that was petty, narrow, and routinized; thoughts of teaching doctrines in terms of fixed, mechanical responses that blocked transfer. It is true, these abuses have been made and in some instances are still being made, but no amount of abuse — past or present — justifies the neglect of these learning adjuncts in the teaching of religion. In this all-important work of saving souls, the teacher should capitalize on the best that educational psychology and methodology have to offer. This includes the learning processes of review, repetition, and drill which have an essential place in the teaching of religion, just as they do in the teaching of the basic secular subjects. These learning processes, of course, are employed only after the doctrines have been thoroughly taught according to the mental development of the class. When used in this way, however, they will give a maximal yield, provided the catechist pays much attention to their quality, their emotional and dynamic concomitants, and the principles of distributive learning. Father Collins claims the same in these words:

Drill is necessary to attain accuracy in retaining the wording of those parts of the lesson content which must be known exactly and not "in one's own words." It gives the individual a capacity to meet emergencies which demand the instant use of rote learning.⁹

⁸Op. cit., p. 196.

A "Foreigner" goes traveling

Travel was the enriching reward
for a prize-winning essay

By Bruce Alan Varner

Cathedral High School, Superior, Wis.

*"To people across the sea we're new—
We ought to know and remember that
too.
A 'foreigner' is one who's not at home—
It might be you if you ever roam."*

■ Technically, of course, I'm not a "foreigner." But certainly the past two summers I have not been at home, but have traveled halfway around the world to the Orient with a trip down the inland waters of the Great Lakes for good measure! Arthur Grierson's words from his poem, "Why Go Places?" vividly remind me that the entirely new concepts of peoples in other lands that my unusual travels have given me, will guide my social thinking all the days of my life.

How did it happen that adventure came calling to a 14-year-old Wisconsin boy? A chain of events, quite unspectacular in the beginning, led to my "once-in-a-lifetime" experiences which will always be a shining memory to me. I entered the Harold Harding Memorial Essay Contest sponsored by the Duluth-Superior Propeller Club which is associated with the Propeller Club of the United States. To a freshman in high school it was glorious news when my essay was chosen for first place honors in the local contest. The rewards were overwhelming, for they included a trip down the Great Lakes on an ore carrier and a voyage to the Far East on a merchant marine ship! The trip to the Orient came as a result of also winning national honors with my essay. All this for simply writing a thousand words on "The American Merchant Marine and Its Importance to the National Economy"!

On the Great Lakes

On the lake trip which lasted a week, I had the company of my entire family. The president of the Wilson Lines on whose ore carrier, the *J. Burton Ayers*, I was to travel to Ohio and back to Duluth, graciously invited my father, my mother, and my younger brother to accompany me on the trip. We had this wonderful experience together because of his graciousness and foresightedness, too, I am sure! My parents were to be there to supervise my actions in particular, and look after my safety in general. At any rate, we all benefited because of his kindness.

Since we traveled far out in the lakes for most of the trip, our interest was centered on activities on board the ore carrier from day to day. Of particular note were the loading operations at the Duluth, Mesabi, and Iron Range Railroad docks in Duluth and the unloading process at Conneaut, Ohio. Giant chutes were lowered into the holds of the boat, filling them with rich iron ore from the famed mines of Minnesota's Mesabi Range. At the Ohio port, mammoth scoops, individually operated by drivers, descended into the hatches of the boat, drivers and all, lapping up the red ore in their steel jaws. The ore was then loaded on waiting railroad cars for shipment to the steel mills of the East.

The accommodations on the ore carrier were excellent and the food the best obtainable. My whole family had an opportunity to learn many things about the shipping of iron ore which many people know but vaguely. The 35mm. pictures which we happily snapped have made it possible for us to re-live our Great Lakes trip over and over again.



Bruce with his friends in Okinawa.

— U. S. Army photo

Off to Japan

And now, I have come to the "pièce de résistance" of my good fortunes, my voyage to the Orient! I boarded the freighter, the *S.S. Northwestern Victory*, at Long Beach, Calif., with mingled feelings of great excitement and sheer joy. All through the night the ship took on cargo and the next day we were off for Tokyo by way of Vancouver, British Columbia. It was a sunny day in late June as we sailed up the west coast of the United States, about thirty miles out to sea. How I wished that my family could be with me to enjoy the thrill of it all!

We reached Vancouver on our Fourth of July, the same day the Canadians were celebrating Flag Day. I caught the flavor of the city and its festive mood by a visit to its metropolitan area with the ship's first mate as my guide. My impression of Vancouver was favorable and I think of it as a large interesting, and very clean city, not unlike many of our own large cities.

The next day we left for Seattle where we took on automobiles and were bound for Japan very soon. We sailed and sailed and the sea was rough. I am sure that my aptitude for a seagoing life must have been tested during the passage from Seattle to Yokohama since the weather conditions the vessel encountered were adverse along most of the track. Speed was reduced to about two and a half knots below average and rough head seas and a heavy swell were experienced. We were approaching Japan in the wake of Typhoon Alice which was really a big blow when she hit. But more about that later.

We sighted Yokohama on Sunday,

July 20. The ship had to wait for space to dock and it lay at anchor out in the harbor. I was met by a representative of Wellington-Gordon, the ship's agent, who came to the vessel by water taxi, which is actually a small motorboat. At his office I met Robert Chen, a native Chinese working in Yokohama. Mr. Chen and I traveled to Tokyo by rail, a thoroughly fascinating experience for me. The sight of such a huge city amazed me. I had a most interesting and educational tour of the city and saw such things as the Emperor's Palace and the Imperial Hotel built by the American architect, Frank Lloyd Wright, from Wisconsin. Have you ever eaten eel and rice as a main dish, with intestinal soup? That is what was on the menu where we ate dinner that day!

At Tokyo

Major Hudson, of the United States Air Force, with his wife and two teenage sons, came for me. Bad weather fouled up our sight-seeing somewhat. But while I was with the Hudsons I still had a wonderful opportunity to see a lot of Tokyo and its surrounding territory. We drove south to see the Great Buddha at Kamakura and other ancient shrines. We took some of the back roads through farming country to Tachikawa, a large American air base. We stopped also at Camp Drake where I had a haircut from a Japanese lady barber! Young Mike Hudson and I wandered through the local market area here, where I purchased gifts at the concessions for the folks back home.

Since Oriental food did not appeal to me, I had a steak dinner at the Green Park Officers' Club. Green Park is a huge apartment building designed to house 700 American military families.

The typhoon hit with vengeance while

I was in Tokyo, but strange as it may seem, the Hudson boys and I slept through most of it! But Tokyo took quite a blow and a drenching. In 24 hours the weather had cleared, however, and we were off to shop and sight-see in Kichijoji, one of the larger neighborhoods outside downtown Tokyo. It is composed of several blocks containing a variety of shops and many itinerant merchants.

Okinawa, Beautiful and Important

Leaving Japan and many happy experiences behind, I left with the ship for Okinawa at a cruising speed of sixteen knots. We came into the small harbor of Naha Bay on July 29 after a voyage of three days through calm, blue waters. I sighted a sunken LST left there from the last World War, just outside the harbor.



Bruce in a jet fighter plane at airbase in Okinawa.

My hosts in Okinawa were Commander Johnson and his son, Mike. A special brochure had been prepared previously for my tour of the island and no V.I.P. could have been better treated than I was all the time I was there! The ancient castle on Okinawa called Nakagushka built by long-ago kings as a protection against unfriendly neighborhood tribes, was fascinating. The large air force base impressed me very much by its size and complexity. I met all the "brass" on the island from the brigadier-general down. The F-100 jets based here thrilled me, especially when I was invited to climb inside one. Okinawa is a beautiful island of green hills, low valleys, and sunny, sandy beaches. It serves today as a most important outpost for our military system of defense.

The natives of Okinawa have mixed customs, since they have retained their Japanese tendencies and acquired those that seem to be distinctly American be-

cause of their contacts with our forces who are stationed on the island. Okinawa has been greatly improved since it has become important to the United States.

Formosa and Guam

One day's journey took us from Okinawa to Formosa. We docked at Kee-lung where I was assigned to Ensign John Stein, my host. Formosa intrigued me no end all the way to Taipei. We had a military driver who took us all about the countryside. We visited the magnificent hotel, the Grand, owned by Madame Chiang Kai-Shek, and the Chira Opera School, new and interesting to me. We visited the MND, the Ministry of National Defense, where the government of Free China is now administered, and rode about the streets of Taipei by pedi-cab, a sort of buggy propelled by a bicycle rider. I thought the people in the city seemed very poor and the entire setting of Formosa appeared to be backward.

From Taipei the ship went on to Takao on the west coast of the island. It was here I saw the Seventh Fleet, waiting like gray monsters and keeping the Reds out of Formosa. Our cargo was cement in Takao and when this business was finished, we were off to Guam.

It was August 9 when we arrived in Guam and this I knew was the loveliest island I had seen, so far. It was the farthest south also. The sun was almost directly overhead and the weather was hot. In Guam I was the guest of the Admiral and his family. They lived on Nimitz Hill where I was taken by the Admiral's daughter and a navy aide. A home-cooked dinner here tasted just wonderful!

The southern part of Guam is used by the United States Navy while the



Bruce receives a briefing on Ryukus Islands from Brigadier General Burgar, the Civil Administrator.



Bruce at an Okinawa glass factory with Comdr. Norris Johnson and his son.

northern end of the island bases Anderson Air Force. Both of these places I visited and saw much of the island in between. I was taken on a pilot boat far out into the harbor to meet and guide into port the *SS. President U. S. Grant*, a large freighter. The president of the Propeller Club on Guam took me to dinner at the most expensive restaurant on the island. He also arranged for friends of his to take me the next day to a beautiful beach where I viewed tropical fish and coral in their native habitat. I also acquired a first-rate sunburn at the beach!

Guam's weather is extremely hot, never varying very much. The setting is perfect for relaxation all about the island. But there is work done here, also. There is evidence of much activity to be seen everywhere. It was here we dropped our cargo of American automobiles and our cement from Formosa.

Back to My Home

From Guam, on to Seattle and home. I, Bruce Varner, erstwhile quartermaster, navigator, purser, (I had occupied the purser's cabin), enjoyed every minute of my million-dollar voyage. I could tell much of the beautiful trip back to the States, the blue water, the broad sky, the blazing sunsets, but the happiest sight of all was the waters of

the Straits of Juan de Fuca upon which we were to reach Seattle!

American TV seemed very good to me in my hotel room that night!

My train trip through the Pacific Northwest slipped by in a flash of beauty and I felt sure that vista-domes were certainly made for the wild grandeur of this part of our great America. In what seemed no time at all, I was back in my home town of Superior, Wis., after sixty days halfway around the world.

Understanding "Foreigners"

And what of my reactions to this novel life of being a "foreigner" in faraway lands while I was still a young teen-ager? As I look back over my travel experiences, I think that I have, without a doubt, benefitted greatly from them. First and foremost, I have a feeling of deep appreciation for the special opportunities that have come to me to travel in my own and other countries and continents. My voyage to the Far East has given me a new attitude toward the people of other lands. I know how it feels to be a "foreigner" in a strange country. Secondly, I have gained a deep respect for the cultures, religions, and customs of the people in the strange lands I have visited. Thirdly, my travels have aided me in my studies, giving me

firsthand information that all the books in the world cannot supplement in the same manner that actual experience can. And finally, I feel that the stature of my school, Cathedral High, has perhaps been increased a bit because one of its students had this rare opportunity.

My trip on the Great Lakes made me very aware of the tremendous iron-ore industry practically in our own backyard at the Head-of-the-Lakes. The part the ore carrier plays in the economic growth of our nation has become very clear to me. No textbook could ever give me the clear picture I received of the iron-ore shipping industry by my week's trip on the *J. Burton Ayers*. Nearly all my life I had lived at the head of Lake Superior, but sailing on it was a far different experience!

I realize that I have been a most fortunate young boy to have had the marvelous travels that have been mine so early in life. I am deeply grateful for the personal contacts that I have had with the peoples of foreign lands who now do not seem very "foreign" to me! I know that I shall always vividly remember the words of Alvin O'Konski, our representative in Congress who said to me, "World peace is not bought, but is made by hands stretching across the seas!" May I always have an outstretched hand for all "foreigners"!

For a Father-Daughter Banquet

By Sister M. Louis, O.S.B.

St. Benedict Academy, Erie, Pa.

(The following parodies were prepared for use at a Dads and Grads Banquet at graduation from high school.)

DAD OF MINE!

(Tune: "Danny Boy")

Oh, Dad of Mine, we're gathered here to meet you
In welcome to your feast, and ours, this day;
How happy we, your daughters, are to greet you;
How happy you to hear your daughters say
How much we love our dear kindhearted fathers;
How grateful we, your daughters are, and glad
That God has destined you above all others
By His decree from all eternity — our Dad!

Dear Dad of Mine, you've shared each childhood pleasure
Our joys and sorrows you have made your own;
Our schooldays now are but a mem'ry treasure
Of precious hours and fondest friends we've known.
And when we face the unknown days before us,
If we then shape our lives to that design —
The future that your love has fashioned for us —
Then we'll reward your guiding hand, dear Dad of Mine!

F-A-T-H-E-R

(Tune: "M-O-T-H-E-R")

F — is for the FUN we shared together;
A — is the AFFECTION you have shown;
T — those TRIPS in every kind of weather;
H — the HAPPY HOMELIFE we have known;
E — those EVENINGS spent with you and Mother;
R — is for the RIGHT to call you "DAD" —
Put them all together they spell FATHER —
The finest pal we ever had!

F — is for your FORD that ran on water;
A — the ALADDIN'S LAMP you've been to me;
T — your little TAX-Exemption daughter;
H — the HOURS we let you watch TV!
E — the ENDURANCE test we gave each other;
R — the RUBBER bankroll that you had!
Put them all together they spell FATHER —
The one that's "tops" with every grad!

Schools Should Emphasize INTELLECTUAL TRAINING

By Urban H. Fleege, Ph.D.

Chairman, Dept. of Education, DePaul University, Chicago, Ill.

Within recent weeks we read about a school in England where they have no curriculum, no daily schedule, no specific classes. The children in this school study, read, and discuss what interests them most. This is called the "Interest Centered Curriculum." The children learn what they are interested in learning. Naturally, there are no exams in the school. The question arises, "Isn't this a good idea?" "Is it really necessary to have stable content in the curriculum?" Or, a more important question, "Should there be a definite goal in education?" "Should children be expected to achieve certain standards?"

A few months past you may have read about a teacher who, in addressing a group of other teachers in Chicago, stated that "school work cannot and should not be evaluated; that examinations and evaluations (I suppose she would include evaluation of teachers and schools also) are an abomination in education."

If a school should have no definite objectives, if there should be no definite curriculum, no definite cultural content in the fields of science, history, or literature with which children should become familiar, if there are no definite principles or ideas or habits to be taught by the teacher and learned by the pupils—then why should there be evaluation or examinations?

To be able to judge our own school, to be able to make up our minds when we read reports of other schools such as the one in England, or even to judge the progress of our own children in school, we must ask ourselves the basic question: What is the purpose of education? What is the purpose of school education—for there is a difference.

The principal purpose of school education, the predominant reason for a school's existence, is the development of the child's intellectual capacities. This is the principal job of the school: to

Editor's Note: The author is distinguishing between the school and all the other agencies contributing to the complete education of the individual. . . . The comprehensive end of education is the Christian formation of the individual; the schools special contribution to that end is to help the individual in the training of his intellectual powers.

stimulate, foster, encourage, develop the mental ability of the child. This is the main task of schools at all levels.

This does not mean that the school should ignore the all-round development of the child. Quite the contrary, the school must be concerned with the development of the whole pupil—the mental, physical, emotional, moral, social development of the child. But when the child's physical development or social development becomes the overriding purpose of the school, the school fails to fulfill as it should its principal pur-

pose. Children in such a school are being deprived of an opportunity to develop their mental capacities as fully as possible in keeping with the time limits of the school's program. The child has a right to have his formal school education emphasize above all other objectives his intellectual development.

It is common sense, of course, that the pupil's all-round development is the goal; but, major pains should be taken to develop his intellectual capacities. Plato said that the purpose of education is to produce the good man. To develop into a good man, a person must have his intellectual capacities developed so that he is able to distinguish what is good, what is better, and what is best. This is necessary so that man may choose wisely and live accordingly.

Every child by the very fact that he is destined to be a man has a right to that kind of education which will help him develop his potentialities and abilities to the fullness of his capability; in other words, every child has a right to a liberal education; i.e., he has the right to develop those of his abilities which distinguish him as a man. He has a right to have his potential capabilities liberated so that he may function and live as it befits a man to live—free to use his human powers, especially his rational, intellectual powers. He has a right to the kind of education that will free his potentiality (that is, develop his powers) so in their use he may free himself from the shackles of ignorance, error, and ugly tastes.

It is through this liberating of the higher powers of man, his intellectual ability, that he becomes able to prize higher values in life. Such an education is a liberating and a liberal education. Even though it is possible to provide for its acquisition only in a modest manner varying with students' degrees of ability, all are entitled to such an education.

Schools have as their main task the enabling of each child, with the mentally handicapped child perhaps proving the exception, to continue his education on his own after he leaves school in order that he may learn to prize what is true, what is good, and what is beautiful. Truth, goodness, and beauty are transcendent values conceivable only by man. Being by nature man, every child must learn with the rational powers that distinguish him from all other living creatures how to appraise these values—for outside of these, other than animal drive, there is no other force with sufficient dynamism to impel man to moral greatness.

Teacher's Farewell

My child, God knows what lies before you,
He knows each hour of every coming day.
Live each one as He would have you live it:
His Christlike way.
Be true, be pure, be helpful as you travel
The noble way our Mother Mary trod;
Then death will be for you, as for our Lady
The last dear steppingstone to God.

Sister M. Emmanuel, C.S.J.
St. George Convent
Bourbonnais, Ill.

Edward A. Fitzpatrick, Ph.D., LL.D.

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ON THE REALITIES OF GOVERNMENT II**

In the first editorial in this series we were relying on our own experience and observation of the progress of administrative absolutism on our American government founded and dedicated to the opposite concepts. We were not aware of the general interest in the problem in spite of the protective devices of the bureaucracy. In the January issue of the *American Bar Association Journal* we find strong confirmation of what we said previously. A member of Congress, Donle B. Fascell says:

"I must conclude that the administration officials have been given very large discretion and left to roam at large free from Congressional review and practically insulated from judicial correction. This is the condition which exists today in a country where people believe and boast that ours 'is a government of laws not of men.'"

The following questions which Congressman Fascell asks are questions which should be of interest to every teacher of civics and of political science in the United States, and they should be instructing the students so that the students themselves will be self-starters in correcting this situation and the related characteristics of our government. Mr. Fascell asks:

"What about the cost, delay, confusion, and difficulty encountered by the public?

"How long must this continue?

"Is there official resistance to change and improvement?

"What can and is being done about the situation?"

Legislative remedies and even judicial corrections are possible only on the basis of an informed public opinion. The public opinion must result not only from information but from thought. The people must understand how government has been undermined, what are the truly great principles of American government and American liberty, and work for these principles and the "government of laws," and not tolerate the personal whims of bureaucrats temporarily vested with power, which intoxicates little minds—and do this not only on election day but every day of the year.—E. A. F.

TO ADMINISTRATORS AND SUPERVISORS

By Sister M. Richardine, B.V.M.

Successful administration in our parochial school system is that which runs a middle course between the Scylla or no organization, with its consequent dissipation of energy, and the Charybdis

of over-organization, which makes puppets of human beings and also dissipates energy through the pressures and tensions it generates. Administrators gain more than they risk losing when they trust those under them to do the job that is theirs. Our most alive superintendents and principals are very aware that the only excuse for the existence of school administration is to facilitate teaching and learning; therefore, they do not allow that which is merely a means to become an end in itself. They accept the fact that "the cost of remaining a good teacher or administrator is serious study, reading, thinking, discussing." They know how to delegate responsibility—an imperative especially in the case of a teaching principal. They do not try to avoid pressures by standing still. Neither do they succumb to the temptation to let themselves be swept along with the tide. They believe in the power of an idea; yet they know that even excellent ideas unless carried into action accomplish nothing.

* * * *

Exasperation, desperation, or inspiration may at one time or another provide just the right motivation to strive for excellence.

* * * *

Cross-fertilization of educational ideas is one of the finest outcomes in school systems which enjoy the services of both diocesan and community supervisors. Sisters of other communities have told me that they welcomed the visit of a particular diocesan supervisor because she was so enthusiastic, so understanding, so able to help them find the answers to their professional problems and to stimulate new ideas. Recognition of the distinctive function of each type of supervision emerges more clearly year after year. Both community and diocesan supervisors are making unique contributions to the excellence of our schools.

Early Christian View of Classical Education

By Frater Victor Siemaszko, O.Carm.

Mount Carmel College, Niagara Falls, Ont.

■ Christianity came into being in a society that was universally imbued with a Greco-Roman culture. The early Church was strongly and necessarily influenced by the Classical methods of communication, art, and science. The languages of this culture, first Greek, and then Latin, were adopted by the Church as her official language of worship. It was a logical and natural impulse that prompted the Church of Catholicity to make its own a language identified with universality. By rejecting the multitude of vernacular tongues from her liturgy and by accepting Latin and Greek in their stead, the Church touched off a controversy, whose fires still scorch the tops of discussion tables in our own time. For in assimilating these two languages, especially the Latin, the Church was faced with the problem of accepting or rejecting the two educational systems that these languages represented.

Behind these educational agencies, which bear the name "Classical," there stalked a problem that would soon expose itself and demand a judgment on the part of every Christian interested in obtaining an education for himself or his children. In order to understand the problem, it is necessary to scan the educational system of classical times. For the sake of convenience, and because it gives a capsule representation of all Greco-Roman education, we shall analyze briefly the Latin organization prevalent from 84 B.C. to approximately A.D. 400.

Education of a Roman

The Roman child was processed through three stages of instruction and refinement. At the age of seven he was

made the charge of a "litterator" (usually a Greek slave), who taught him the three basic tools of knowledge—reading, writing, and the fundamentals of mathematics. The child's memory was cultivated by the study and recitation of proverbs and short passages of literature. After five years or so this course was ended and the child was given a new teacher—the "grammaticus." The grammaticus attempted to instruct his pupils in the methods of punctuation and the manner of pronunciation and proper accent. These three categories constituted the extension of Roman grammar at the time. However, subjects of a livelier sort were employed to exemplify the methods of punctuation, pronunciation, and proper accent. Chief among the delightful digressions from a dull class in rules for accent would be a diagnosis of some masterful poetry. Homer and Hesiod were usually read in Greek class, and the students' Latin favorite was Virgil, with Horace a close second. Terence and Plautus occasionally supplied comic relief. A further exegesis of these writings instigated occasional meanderings into the realms of philosophy, mythology, history, music, and astrology. For the average Roman boy the completion of schooling by the grammaticus constituted his general education.

The Roman youth of nobler birth or stronger financial background continued his studies under the direction of a "rhetor," who was somewhat of a crown prince of education in those days. The object of the rhetor's training was to polish and perfect his students in the art and practice of public speaking. At this stage the pupil was usually sixteen years old. The rhetor's approach to the

study of his subject was somewhat like the study of Latin in our own day. The class would read some significant author's works, usually an historian or orator, and then pore over the technicalities of style. After intensive study of these qualities of style, the students would deliver declamations and orations of their own, using telling passages or constructions from the author studied. This latter process has been somewhat suppressed in our present-day Latin classes.

The emphasis of the rhetor's instruction was always on the formation of beautiful expression. For the rhetors there was no value to studying philosophy, science, law, or even history for their truth content. A fluently worded periodic sentence, neatly balanced with a proportioned distribution of correct adjectives, adverbs, phrases, and clauses, was of far greater importance than the realization of a moral or metaphysical truth. This type of training did produce a tremendous agility in propounding arguments and nimbleness in plucking *le mot juste* from the hidden gardens of the mind. The rhetor's students were usually endowed with an incredible finesse of expression. But all this ability was entangled pitifully in argument for argument's sake. Father Leen tersely sums up with these words the objective of the rhetor's school: "It did not matter whether what he said was right provided it was rightly said." This lack of virile seriousness, of consideration for content prevented Roman education from producing men with an ability to do substantial thinking. Roman educators left their product with a skill in literary lacework, but with nothing basic to beautify with this lacework.



As the years from 84 B.C. to A.D. 400 progressed, educational trends accordingly altered. The grammaticus prepared his charges only for the study of rhetoric. And consequently an even greater emphasis was placed on the superficialities imparted at the rhetor's school. The scope of Latin education continued to narrow as Greek, once considered an essential element of the curriculum, was discontinued. Philosophy was almost completely disregarded in Roman education.

Now this was the type of education that Christians, who were subjects of the Roman Empire, would receive in the public schools. This was the education that the Fathers of the Church received in their youth. It is important to remember that the Fathers were trained in the schools of their day and did not dismiss this intellectual training when they accepted Christianity in its completeness.

Education Was Pagan

However there were other aspects of Classical learning which had their adverse influences on the Christian view of learning, education, and culture. The first and most offensive point in pagan education was that pagan schooling often was bound up with religious ceremonies. Naturally the Christians could not take part in these cults even if they disregarded the immorality that was often attendant on these religious services. There were other thorns in the Christian's side, and one of the sharpest was that pagan literature was replete with subject matter that was undigestible for Christians. Those who believed in the moral system of Christ could not tolerate an unprotected exposure to the stories of false gods and moral irregularities with which pagan writings were stocked. Another factor that contributed to the alienation of Christians from the glories of pagan education was the fact that many of the rhetoricians and grammarians ridiculed everything Christian, especially the Bible. The Roman intelligentsia felt that the Bible was written in a style so simple that boors and idiots alone would find it interesting. Even St. Augustine in his youth disdained Scripture as "far unworthy to be compared to the stateliness of the Ciceronian eloquence." Christians became so riled by these attacks that they looked upon all concern for literary form as an involvement in the deformity of truth. In fact there was a general mistrust in Christian circles of the entire pagan system of thought be-

cause of the error in it. The Christians also had some fear of their weaker members falling back into idolatry or developing a scepticism through the excessive reading of mythology. Moreover during this period of strife with the educational system of Rome, the Church was undergoing persecution, which continued until about 350 A.D.

Good Features Survived

All of these elements contributed to the creation of a spirit of separatism on the part of the early Christians. They were bewildered by the dilemma of reconciling the great heavenly message of good tidings with the gross sensuality of pagan literature. And that is the reason why the popular opinion of the early Christians toward secular education was a negative one. In fact

many of the first Greek Christians rejected all learning except for the wisdom of the Bible. These people severed themselves from the intellectual heritage of the world to which they belonged.

While Christians in general assailed pagan education for the reasons listed above, Christian intellectuals made no such blanket rejection. In the Greek sector of Christendom such men as Clement of Alexandria, Origen, the three Gregories, John Chrysostom, and Basil were realizing the importance and necessity of an acquaintance with the ideas of the pagans, and consequently, of education in the secular schools. In the Roman world, Tertullian, Ambrose, Lactantius, Jerome, and Augustine tilted the windmills of Roman education and most frequently came up with favorable attitudes.

PROJECT TALENT: A NATIONAL EDUCATIONAL INVENTORY

By Sister M. Ruth, R.S.M.

Mercy High School, Milwaukee 15, Wis.

■ Project Talent is a scientifically planned national inventory of human talents, the aptitudes and abilities of a cross section of students representing every state in the union. Leading educational research institutions, agencies of the Federal Government, and representatives of professional, educational, and scientific associations have assisted in guiding the study and interpreting results. Financial assistance came chiefly from the U. S. Office of Education.

The project as developed by the University of Pittsburgh and the American Institute for Research was reviewed and recommended for approval by the Advisory Committee of the Co-operative Research Program. The Advisory Council was composed chiefly of presidents and executive secretaries of professional associations including the American Association of School Administrators, National Association of Secondary School Principals, Council of Chief State School Officers, National Catholic Educational Association, National School Boards Association, American Association for the Advancement of Science, American Personnel and Guidance Association, Amer-

ican Psychological Association. Support for the project is also provided by the National Institute of Mental Health and the Office of Naval Research with aid in the planning stages from the National Science Foundation.

One Regional Survey

While the planning and general administration of PROJECT TALENT was under the guidance of national committees and co-ordinators, regional co-ordinators because of their familiarity with local educational needs and resources, administered the program locally. They distributed the tests, arranged for the co-operation of schools selected as PROJECT TALENT SCHOOLS, and served as advisers on procedures.

Dr. Eldon Bond, the regional co-ordinator, who is an assistant superintendent of Milwaukee public schools and director of special services for children, called a meeting of principals and guidance representatives to decide when and how the tests were to be administered. In Milwaukee, St. John's Cathedral High School with an enrollment of 652 boys and girls, Mercy High

School with an enrollment of 646 girls, North Division High School with an enrollment of 1375, and South Division High School with an enrollment of 1950 boys and girls were selected for this project.

Dr. Bond recommended that every effort be made to include all students and to make up tests in case of absences. While Special B and Special C classes were to be included in the testing program, papers were to be alphabetized separately. Testing could be done by the principal using the public address system or by home-room teachers, in a normal situation, whatever arrangement best suited the individual school.

Local newspapers assisted in publicizing the project and giving parents and the general public more detailed information on its purpose and aims.

During March, half a million students in city, country, public, private, and parochial schools participated in two full days or four half days of a series of 25 tests designed to measure potential aptitudes and abilities of a general nature in addition to measuring the students' knowledge. These tests are not substitutes for testing programs, but an inventory designed to enable school personnel to assist students in measuring and developing potentialities.

Information and Achievement Tests

The battery of aptitude and achievement tests include:

INFORMATION tests designed to measure the level of information in academic areas and areas not normally included in a secondary school curriculum.

ENGLISH: Effective expression, usage, sentence structure, punctuation, capitalization, spelling, reading comprehension, disguised words to measure the ability to form connections between sound and letters, word functions in sentences, word memory directly relevant to the ability to learn a foreign language, sentence recall.

ARITHMETIC: Computation, reasoning.

MATHEMATICS composed primarily of items answerable by freshmen; mathematic items answerable by students completing the 12th grade with an understanding of basic concepts.

ABSTRACT reasoning, mechanical reasoning.

VISUALIZATION in 3 dimensions, visualization in 2 dimensions.

CLERICAL checking, table reading, form perception.

CREATIVITY which measures the ability to find ingenious solutions to problems.

PREFERENCES consisting of pairs of words which describe the kind of person he would prefer to associate with closely.

Questionnaires and Data Forms

STUDENT INFORMATION BLANK which covers data on personal history, plans, and future expectations with emphasis on questions which get at objective, potentially verifiable information, on a broad range of individual experiences related to later educational and vocational behaviors: Classification questions as age, sex, grade, characteristics; socio-economic and sociocultural questions; family composition; hobbies and recreation; reading habits; work experience; affiliations and activities; study, achievement, courses, grades, awards, etc.; use of guidance and counseling facilities; plans for the future; health status; attitudes and values—educational, occupational, economic, etc.

STUDENT INTEREST INVENTORY which consists of items sampling the domains of occupations and activities.

STUDENT ACTIVITY INVENTORY which collects information on traits in terms of things he does and the way he does them.

SCHOOL PRINCIPALS QUESTIONNAIRE documented characteristics of individual schools as a unit but not an attempt to assess in detail individual teachers' actions or individual schools: questions on the faculty regarding position, age, experience, degrees, etc.; questions on the school and school system including types, grades, accreditation, pupil-teacher ratio, grading system, provision for special groups, eligibility by race, religion, etc.; community information, student background which covers environment, cultural facilities and organizations, racial structure, ethnic information, etc.; advancement policy on promotion, graduation, acceleration, retardation, etc.; educational policy, homogeneous grouping, availability of enriched curriculum, types of curriculum offered, etc.; availability of extracurricular activities.

GUIDANCE PROGRAM QUESTIONNAIRE asks for information on the schools' functional program and the degree of effort put into the program: *resources*—program, personnel (number and background), facilities (space and equipment), changes (personnel, tests, special programs, etc.), future plans; *process*—testing (which, how often, to whom, why, etc.), kinds of problems brought to counselor, kinds of help given (tests, counseling, referring, parental, conferences, etc.).

A BRIEF QUESTIONNAIRE to be filled out by counselors covers experience, training, goals, functions, etc., of the guidance program. The head of the guidance group supplies the answers to questions concerning the program as a whole. This information will be of value in assessing the nature of present programs and their effect on students' programs and future careers.

A 20-Year Project

Results of this testing will assist educators to guide and develop talents and potentialities which may reasonably be found in classrooms. Test scores will be made available but there will be no evaluation or comparison of schools or of students.

Each of the 500,000 sets of student answer sheets contains about 2000 items. Electronic scoring machines, coupled with high speed electronic computers will do the initial scoring, reporting to schools, and recording on magnetic tape for future analysis and follow-up studies. The scientific analysis of the original data and the collection of the follow-up data will be done under the direction of the University of Pittsburgh and the American Institute for Research. In the follow-up program, students who took the 1960 examinations will be contacted one year after graduation from high school, five, ten, and fifteen years later so that this program will extend over a 20-year period. Questionnaires will be mailed to these students about their educational and vocational experiences. An analysis of these findings will be useful in predicting more precisely aptitudes and abilities, courses and interests which constitute the best basis for careers and occupations.

It is hoped that the administration of this extensive program will produce new methods and ideas in the field of educational research, the relationship between one type of ability and another, one course and another, and between personal hobbies and the development of many types of competence. Results may provide more accurate standards in general testing programs so that scores may indicate comparable levels of ability.

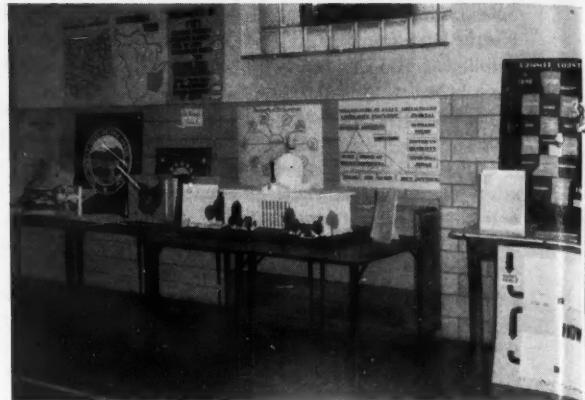
PROJECT TALENT, designed to gather facts regarding the identification, development and utilization of human resources, hopes to make our educational system flexible and responsive to individual needs so that students who identify their talents early in school life may obtain essential education for the full development and effective use of their powers.

Teachers share experiences at the

Community Institute

By Sister Eileen, O.P.

Elementary Supervisor, Diocese of Cleveland



Display of children's project on Ohio, which later won a Freedoms Foundation award at Valley Forge.

The community institute provides a valuable opportunity for arousing teacher enthusiasm, through the sharing of ideas and techniques, as well as giving the Sisters an enjoyable get-together with their fellow religious. It is an easy and profitable method for the in-service training of elementary teachers.

Our method of procedure is as follows: Early in the spring, the Sisters are requested to submit any suggestions, plans, or procedures they wish to see incorporated into the community institute. The response to this has been encouraging and helpful, for it gives us an insight into individual needs, and indicates in a broad way what will be most advantageous to the majority.

Sisters Share Experiences

In August we send out the general plan to be followed, as well as the dates

for the various meetings. We have divided them into primary grades one, two, and three; intermediate grades four, five, and six; and advanced groups, grades seven and eight. We also request that the teachers plan to send or bring any children's work they wish to have displayed. Then, their own "ticket of admission" must be sufficient hectographed materials of ideas they wish to share with the others. Sisters like this sharing of classroom procedures.

The planning committee meets several weeks in advance of the institute. Emerson says, "Nothing great was ever accomplished without enthusiasm." The success of our meetings is due in large part to the dedicated effort with which these Sisters prepare the agenda. This group consists of Sisters who are giving demonstration lessons, leaders of discussion groups, and those in charge of

publicity. They decide upon time allotments, placement of exhibits, and standards of evaluation.

In one primary institute we divided the group into first, second, and third grade teachers. An experienced teacher from each grade gave lessons in English, art, and music, using the Sisters as pupils. Each lesson contained ideas and procedures that the teachers could use in their own classrooms. They enjoyed singing and pantomiming the new songs taught by a music teacher, and the various techniques in the teaching of rhythms and theory. One group in art reviewed the teaching of figure drawing to the primary children. Sister brought samples of her children's work "before" and "after" the directed lesson. The "before" exhibits were a great consolation to the younger Sisters who had experienced difficulty in teaching this particular art lesson.

One Sister presented exercises and action songs to be used in between lessons. Little children particularly relish these as they get very tired of sitting all day. Such activities give the children a renewed zest for class work.

The Social Session

The welcome "coffee break" traditional in most convents gave the Sisters an opportunity to relax and visit before returning to more of the institute business. A beautiful tea table arranged and served by the high school teachers was graced with a centerpiece appropriate to the season or the feast. On arriving for the institute each Sister chose a numbered tag for the door prizes, which were books donated by the community. This drawing climaxed the recreation period and all returned to work with added vitality and zeal.



The teachers enjoy working on projects, too.

Demonstration Lessons

Actual demonstration lessons with the Sisters' own class groups were given last year at the institute. A fourth grade teacher demonstrated a religion lesson based on the liturgy. The Sisters were prepared for this by an excellent lecture on the liturgy given at a previous institute, and by their own active participation in the day to day liturgy of the Church. The fifth and sixth grades concentrated on the social studies; the fifth grade teachers saw a geography lesson, a directed study lesson on the Andean countries of South America; the sixth grade teachers were delighted with a directed study lesson on the effects of the War of 1812. Each Sister was given a copy of the lesson plan so that she could follow the progress of the lesson and also jot notes or questions pertinent to the subject. After the teaching was completed, the children were dismissed and the Sisters discussed the lesson with the teacher.

Excellent lessons in craft work and perspective have also been given at these institutes. The Sisters enjoyed making papier-mâché animals, and in turn, giving these techniques to their own classes. Even though the lack of space frequently prohibits much class work of this sort, several Sisters explained the basic steps to the children who then did the work at home. Com-

pleted products were later brought to school and proudly displayed.

The procedure in teaching choral poetry, from the step of testing the voice to the actual performance, was demonstrated by a seventh grade group of children and their teacher. The Sisters were especially pleased with this, since they like choral poetry but all were not certain of the method most certain to insure success.

Questions on Discipline

We climaxed each meeting this year with a discussion on discipline. The planning committee provided the following questions:

1. What proposals can you give for the first day of school that may help to insure good discipline?
2. How does teacher preparation help to provide for good discipline?
3. What should a teacher do about punishment when the misdemeanor is serious but it is doubtful who is really guilty? Punish the class? If not, what then?
4. How long are the children in my care able to maintain concentrated attention? How does a successful teacher call a wandering child to attention?
5. How does teacher personality affect discipline?

These questions were given to the dis-

cussion leaders two months in advance so that they might do some research in the material. At the institute, small groups of about ten gathered for an hour's discussion based on these questions. A recorder wrote important remarks and suggestions and summarized these at the close of the discussion. Later, all recorders' contributions were summarized and distributed to the community. The answers to the first question particularly provided adequate variations for several years to come.

Sisters Evaluate the Meetings

We consider evaluation an important facet of these meetings, and we sincerely encourage the participants to freely express their ideas. About fifteen minutes before the institute ends, we distribute questions similar to the following, which are answered in writing.

1. In what way was this meeting of value to you?
2. How do you think it could be improved?
3. Have you any suggestions to offer for future meetings?

The evaluations are carefully read by the planning group, and a composite sheet of the answers is made. We work on from there for the next year.

The Sisters return to their convent homes refreshed, enriched and enthusiastic for new ventures in the classroom.

Student Teachers Practice Methods

By Sister Charles Marie, O.S.F.

Dept. of Education, College of St. Francis, Joliet, Ill.

■ While conferences as such are not of recent origin in teacher training programs, yet the manner in which they are presently conducted at the College of St. Francis is new. These conferences now function as the link, so to speak, to co-ordinate the teacher training program of the college with actual classroom procedures under the supervision of the critic teacher. The new plan is the result of much study and experimentation. It vitalizes student teaching; it gives new perspective and unity. The primary objectives of the conferences are:

1. To provide ways and means of making student teaching more meaningful.

2. To learn the methods and techniques of classroom procedures.

3. To afford opportunities to pool ideas and share experiences.

The secondary objectives are:

1. To enhance professional growth in the art of communicating on the teacher-teacher level.

2. To develop that poise and dignity in the student which one desires to find in a teacher.

3. To stimulate the teacher to think critically, to evaluate facts, and to draw logical conclusions.

4. To train the student in qualities of leadership, initiative, and resourcefulness.

5. To promote intellectual, emotional,

and moral maturity in each student.

A Problem a Week

The college supervisor compiles a list of typical classroom problems before the conferences begin. They will be the means by which the students become aware of the complexities that comprise the daily responsibilities of the classroom teacher. Moreover, the principles and theories they receive in their education courses will always remain mere principles and theories unless they are translated into actual classroom use. This transfer from theory to practice inexperienced teachers are not able to make for themselves; but by solving the problems assigned to them in the

conferences the transfer becomes almost automatic. They receive one such problem at each conference.

The students concentrate particularly on the problem posed for the week while they carry on the regular cadet training. They make specific observations in their own classrooms and note how the critic teachers apply the principles of education to work out the problem. At the next conference each student reports her observations. It is precisely here that they gather much valuable information. Students who would otherwise be limited to the narrow findings of their own classrooms now share vicariously in the findings of the entire group. The secretary records the more significant reports; each member receives a copy of the entire proceedings. This method of recording fosters freer discussion, more critical thinking, and unrestrained participation.

Principals, critic teachers, and school personnel wholeheartedly endorse the new plan. By it teachers are motivated to re-evaluate their own methods and techniques, and to measure up to the expectations of the students. All the faculty is concerned, since cadet teachers have problems that involve the whole school system. Policies of the school in regard to fire drill, dismissal, discipline, study hall, playground, library, assembly, etc., are all part and parcel of the cadet teacher's training.

Results Are Excellent

What do critic teachers say about the new plan? Let me quote.

"These students certainly get a marvelous training. Their problems include every conceivable area of the teaching profession. Because they concentrate on only one problem at a time, they are not overwhelmed by facing all problems at the same time."



Rev. F. W. Klasner, pastor of St. James Church, Decatur, Ill., vesting altar boys as grand knights in the Knights of the Altar. Sister M. Falconia of the School Sisters of St. Francis is directress of the Knights of the Altar.

"I feel I should have another course in student teaching."

"Teachers' manuals really do have a purpose. They are tremendous time savers in lesson planning. I never realized the help one gets from the manual."

"My methods are being brought up to date, I can assure you."

"Cadet teachers are now getting what I acquired through many years of experience."

The new plan is an impelling force. It drives both teachers and students; it implements revision, modification, self-analysis, reconstruction, and modernization. But the greatest achievement will take place when the student teacher herself assumes the role of teacher. The following is a partial list of typical classroom problems:

1. How does the teacher establish rapport in her classroom? (a) Is the relationship one of sympathetic understanding? (b) Do students feel unrestrained?
2. What routine measures has the teacher set up? (a) How effective are they as time savers? (b) What effect do they have on habit formation? (c) How necessary are they?
3. How does the teacher motivate her class? (a) What types of incentives does she use? (b) What effect do these have on pupil response?
4. What are the procedures for dismissal, fire drill, recess period? (a) Who gives the fire signal? (b) Where is the fire alarm? (c) How do the fire extinguishers operate? (d) When do teachers leave the room? (e) How do we care for handicapped children? (f) What about bad weather and fire drills? (g) Should fire drills be held during the lunch period? Why?



Bishop-Elect William G. Connare of Greensburg (Pa.), former vicar for religious of the Diocese of Pittsburgh, at farewell testimonial at St. Richard Church, Pittsburgh.

5. What techniques does the teacher use to provide for individual differences? (a) How does the teacher name her groups? (b) Are the groups large, permanent, etc.? (c) How does the teacher handle the very slow child? (d) What enrichment does she prepare for the superior child? (e) What is expected of the average group?

6. How does the teacher hold the attention of the group? (a) Is the attention voluntary, habitual, spontaneous? (b) Why are periods longer for the upper grades and very short in the lower grades?

7. What types of pupil accounting are carried on? (a) Is the check list used? (b) Are A, B, C, D, F, markings used? (c) How are these letters interpreted? (d) Are written reports made periodically by the teacher? (e) When are intelligence tests usually administered? (f) How often are standardized achievement tests required? (g) What is the reading status of the class?

8. How does the teacher secure the retention of essential elements of the lesson? (a) Is overlearning recommended? (b) Are drills and reviews meaningful? (c) Are they a part of every lesson or are there specific drill periods?

9. How does the teacher handle disciplinary problems? (a) Are preventive measures the best? Why? (b) May teachers keep children in at recess? (c) May they be retained after school? (d) What problems should be referred to the principal?

10. How often are parent-teacher interviews held? (a) What preparation does the teacher make for them? (b) How much time is allowed for one interview? (c) Is it advisable to show parents specimens of the pupil's work?

Numerous Problems Solved

This list does not in any sense represent the total of all the experiences student teachers should have. Obviously, one could add any number of pertinent problems; for example: procedures for committee work in the classroom, types of lesson planning, the use of teachers' manuals, visual and auditory aids, the various lesson types, culminating activities of a unit of work, assignments, seat work, etc.

Presenting problems at conferences for thorough study sets a goal for each student; progressive mastery of each problem gives tremendous satisfaction. The student gets a feeling of security when, for the first time perhaps, she faces the many responsibilities that will soon be hers in the teaching profession.

The success of the conference as a method of co-ordinating theory and actual classroom practice has urged me to share my experiences with my fellow associates in the great work of teacher training.

The Editor's Impressions

of the 57th Annual Convention of the National Catholic Educational Association

By Edward A. Fitzpatrick, Ph.D.

Editor, Catholic School Journal

■ The 57th Annual Convention of the National Catholic Educational Association was held in the International Amphitheatre at the Chicago stockyards. That was not the best sounding locale for a convention. There were complaints that it is far from the hotels. This was true. But once you got there, there was nothing to do but to attend the sessions of the convention or visit the exhibits. After all, isn't that why we go to a convention? The exhibits were extensive, expansive, and excellent — a kind of great fair about which we used to read in our geographies. The exhibits were for many the most profitable part of the convention. From the standpoint of the exhibitors, this was the best of all conventions. Once the person "got out" to the convention hall, there was nothing to take his attention away from the meetings and the exhibits. The exhibitors deserve such a treat occasionally because they immediately pay the cost of the convention, which presumptively later gets passed on to the consumers themselves.

THE THEME WAS "EMPHASIS ON EXCELLENCE"

The convention got off to a bad start in an hour and twenty minute keynote speech which no one, questioned, recognized as a keynote speech. If one penetrated the scientific, especially the paleontological vocabulary, and was able to progress from the "simplicity" to the "disorganized complexity" to the "organized complexity" of natural science, and if he could realize that "man has penetrated more deeply not only into the past of the human race, but into the past of the entire cosmos — into billions and billions of years of earlier developments," "and if he were able to accept a certain insecurity, he must accept and live with the fact that the reality to be integrated into Catholic revelation is *incredibly vast and unknown*," then he might come away with the keynote that education must be future oriented, deal with the "dizzying visions of the future." There can be no education for excellence in terms of a parochial view of the universe. The best thing that can be said for the keynote speech is that it was the most beautiful of all keynote

speeches in terms of the saying of the Danish Catholic bishop which the keynoter made his own: "The things we see are beautiful, things we understand are more beautiful, but the things we do not understand are the most beautiful of all."

There is, unfortunately for the keynoter's thesis of a "future oriented education, a contemporary comprehensive statement of a future oriented education — the worst of all the contemporary statements. This is Brameld's "Reconstructionism." While we do not believe that Father Ong, S.J., would subscribe to Brameld's hodgepodge in any form, it might have been well to indicate the various forms that a "future oriented" education might take — forms entirely different from any Christian conception.

EXCELLENCE AND TRUTH

The best statement and analysis of the theme of the convention, and using it substantially rather than as a shibboleth was made by Father Robert J. Slavin, O.P. He ties up his conception



MOST REV. JOHN J. WRIGHT, D.D.

Bishop of Pittsburgh

New President-General of the

N.C.E.A.

of intellectual excellence with a "fundamental regard for objective truth." He then raises a series of questions which should have concerned all speakers at the convention, but concerned only a few, and, strangely enough, most seriously in the "exceptional children" group, where excellence has to be interpreted in terms of individual potentiality and handicaps. Father Slavin's questions were pertinent for all Catholic education though phrased in terms of the colleges. They were:

"There are questions that naturally come to mind when we project ourselves into a discussion of excellence: What is excellence? Why the general concern with excellence in education? Is there any reason why Catholics should have a special concern with excellence? Is excellence an absolute or a relative term? May one have capacity for excellence never fully put into operation? Is motivation necessary for excellence? Does excellence apply only to gifted students or may others show a degree of excellence? Is excellence incompatible with education to the level of one's capacities provided this capacity be in conformity with aims of higher education? Does the pursuit of academic excellence make demands on the aims and objectives of an institution, on the administration, on the faculty, on the curriculum? Does excellence require us to

have only the intellectually elite in our colleges and universities?"

It would have been a great service if a statement such as Father Slavin's had been sent in advance to all speakers on the convention program, or because of its availability, Diedrich von Hildebrand's *Catholic Conception of a University*, published originally in Kotsching's *The University in a Changing World*.

Definitions of Excellence

The specific effects of the Catholic world view are revealed in the definition of excellence:

"When education brings out in true intellectual perspective this vision of the nature and destiny of man as a creature stamped with the very image of God and lifted by grace to horizons of knowledge beyond the immensity of the physical universe, then one can truly say that it is fulfilling its tasks. As education points men and women to a goal beyond the stars, so will it motivate them to walk on the earth as the sons and daughters of God, inspired by the attainment of true intellectual excellence by the knowledge of the everlasting vision which God has prepared for those who know and love Him."

"Animated by so great a goal, the Christian scholar cannot but have a conception of academic excellence which is at once dynamic and creative. Even on the natural level, he feels the compelling attraction of his supernatural goal. The Latin origins of the very word, *excellence*, have a special connotation for him. *Excellere*, to rise, speaks of the very essence of the Catholic intellectual and spiritual life, for are we not called to rise with Christ from the death of our slothfulness and the mire of our iniquity? Does not *celsus*, the state or condition of being raised on high, ring with challenging force to the mind which contemplates that height of the Beatific Vision to which, by the grace of God, we are permitted to aspire? And are we not called to the hard discipline of excellence in all that we undertake by the crucified figure of Him who was lifted up from the earth on the lofty tree of mortal suffering and Divine victory?"

Echoing Matthew Arnold's essay on "Sweetness and Light," he defines academic excellence as "the achievement in a superior way and through proper motivation of a capacity for the pursuit of intellectual perfection."

However the misconceptions of contemporary education in its egalitarian interpretation of democracy are avoided. True democracy is not the reduction of all society to the level of common capabilities. "Democracy opens the way to the full realization of individual potentialities by providing for a true equality of opportunity." Dynamic excellence demands self-activity, but with St.

Pope's Message to the Delegates of the 57th Annual NCEA Convention

The Pastoral Heart of the Holy Father is keenly interested in the Christian education of youth. He is consoled to learn of the forthcoming Congress of the National Catholic Educational Association whose dedicated theme is "Emphasis on Excellence." Prayerfully He invokes the illuminating guidance of the Holy Spirit upon the deliberations of the Congress and abiding Divine Assistance upon the Association's meritorious work. As a pledge whereof, he imparts to the delegates attending the meetings His paternal apostolic blessing.

Cardinal Tardini

Thomas' *De Magistro* in the back of his head, he emphasizes the place of the teacher, and quotes Emerson: "Our chief want in life is someone who will make us do what we can."

Father Slavin's definition of excellence, which may be applied to the institution, to individual members of the faculty, and to students, involves three things:

1. An actual capacity for excellence — essential.
2. The actualization of this capacity, which consists in operation — dynamic.
3. An end or purpose to which the subject is ordered and in the attainment of which its excellence is realized — purposeful. It is the third aspect which needs emphasis, after you recognize the essentiality of capacity. Father Slavin says:

"Yet *dynamic* excellence and essential excellence must have a goal to which they are directed. *Purposeful* excellence, or the motivation of the end, is therefore, necessary. No activity in the intellectual life can be either salutary or of enduring importance which is bent on activity for its own sake. With all their wealth of means, it is now a generally admitted fact that some areas of 20th century education have none the less been tragically characterized by a fundamental meaninglessness. And, as has been well observed, for all of our modern, utilitarian emphasis in education, we have too often seen 'futilitarian' results. An intellectual life that is satisfied with relativism, a mind that despairs of the search for ultimate truth, an intelligence which is the slave and not the master of its special areas of inquiry — this cannot but lead away from true excellence into the quagmire of aimless, egocentric activity."

Another interesting aspect of Father Slavin's paper is the recognition of types of excellence:

"In the academic order, as in all human activity, there is a necessary hierarchy of types of excellence. The Catholic conception of *total* excellence, for example, embraces a concern for the spiritual, emotional, and moral life, quite as much as it involves the development of the activity of the intellect. Catholic education has an aim which is complete where secularistic indifferentism must always be incomplete. It is inclusive and rich in its ideal of total excellence with an inclusiveness and richness which sees man as a creature called and aided by the grace of God to advance to the supra-human."

We have space for only two other points. The first is the application of the idea of excellence to the aims and objectives of our colleges and universities:

"While the ultimate end of higher education might be the same for all, there are intermediate aims and objectives which each institution sets for itself. It does this by constant re-examination and self-study perfecting strengths and correcting weaknesses. All institutions have in this respect a call to excellence that in some restrictive areas may be called 'absolute' and in others only 'relative.' It is important to note that aims and objectives may be excellent but not realistic, either in terms of faculty or student body; so too, the faculty may be excellent and the students lacking in essential capacity, dynamic operation, or purposefulness. It is only when the aims of an institution, together with faculty and students, are in harmony with no inherent discord that we can say such an institution is in pursuit of excellence. It may be only a relative and partial excellence, but nevertheless, it is striving for excellence."

And in view of the fact that institutions exist for students, we add the longer statement regarding students:

"In a very definite sense, herein lies the nub of the problem of excellence. We want quality education for all our students who have the essential excellence needed for higher education. If students fail to manifest purposefulness or are indifferent or too lazy in fulfilling their capacity, then they do not belong in a college or university. After a period of guidance and counseling, they should be told this fact."

"But does this mean that in the pursuit of excellence we are to restrict ourselves to the intellectually elite? Are only the gifted students eligible for admission into our institutions? Once again and with the knowledge that this should promote discussion, it should be suggested that in the field of essential excellence, there is a hierarchy of individual differences, a range of abilities and inborn capacities. Granted that a

certain minimum, in accordance with the aims of the institution, must be required for entrance into college (and each college should set its own goals in this regard), what then? Some of the students will be extraordinarily gifted, and special programs should be set up for these students. Others should be classified according to their abilities and challenged to operate, produce, and achieve in accordance with their ability. This is within the purview of excellence. If students through motivation and concentrated intellectual work achieve in a superior way their capacity for perfection consonant with an institution of higher learning, then the institution and the students are engaged in the pursuit of excellence."

SELF-EDUCATION

And in this connection we should include a section in one of the most thoughtful and stimulating papers of the meeting by Alvin C. Eurich, Director of the Fund for the Advancement of Education. He emphasized a perennial theme of this JOURNAL, the basis of genuine excellence in education, namely self-education:

"In order to avoid, insofar as possible, such misinterpretation, let us focus our attention on the learning process and consider the teachers, teachers' aids, books, and class arrangements simply as means of assisting the child in learning. For after all, schools exist for only one purpose and that is to develop the capacities of our children so that eventually they will be effective and constructive members of our society. This goal must be kept firmly in mind in any discussion of procedures. In brief, our emphasis will not be on the need to educate more people, but on the quality of education we are providing. Our school buildings may attain architectural beauty, our libraries may include the latest and most expensive equipment, our athletic fields may impress even the Spartans, our teachers may have master's and even doctor's degrees and may be well fortified with methods courses, but if our children do not learn all they are capable of learning during the years they spend in school, we have failed.

"And how do students learn? If we only knew more about it, we would, I am sure, try to create better educational conditions both at home and in school. But though our knowledge about the human learning process is limited, some things we do know. We know, for example, that everything a child learns he must learn for himself; no one can learn it for him. Parents, schools, teachers, books, microscopes, motion pictures, or television can only assist him, possibly inspire and stimulate him, and thus simplify the learning process.

"In thinking of a school situation we too often assume that the student learns precisely what the teacher teaches. We make such an assumption, for instance, in planning the subject matter to be



Mayor Richard C. Daley of Chicago greets Albert Cardinal Meyer, Rev. Walter J. Ong, S.J., and Most Rev. William E. Cousins of Milwaukee at the opening session of the NCEA. Father Ong delivered the keynote address on "Emphasis on Excellence."

taught though we know that nothing could be farther from the truth. There is no one-to-one relationship between teaching and learning. Learning does not flow from the teacher to the pupil like water through a pipe either by gravity, pressure, or magic. In fact, a student seldom learns all that a teacher intends to impart. Whatever the teacher says is interpreted by the student in terms of his own experience, knowledge, and diversified competencies. And since no

Message from President Eisenhower to the 57th Annual Convention of the NCEA

It is a pleasure to send greetings to the members of the National Catholic Educational Association assembled in their 57th annual convention.

Your theme, "Emphasis on Excellence," is a fitting one for Americans who seek to raise our educational system to new heights of service commensurate with our national aims and responsibilities. Excellence in classroom instruction and in expanded opportunity for our children will strengthen the foundations needed for individual growth and for the continuing progress of our free society.

I am delighted to add my best wishes for an informative and productive meeting.

Dwight D. Eisenhower

two students are alike, they do not learn exactly the same things even though they are exposed to identical instruction. Every teacher has had the disillusioning experience of discovering on examination after examination the vast differences in what his pupils have learned.

"If learning, then, is a personal, individualized experience, what is it that the student must do to learn? Long before the days of modern psychology, we knew that human learning occurred through the senses. The student learns by seeing, hearing, feeling, tasting, and smelling. In addition he learns by talking, writing, reading, practicing, memorizing, solving problems, and working on particular projects. And although the quality of his work and the extent of his learning in a given period of time is related to his abilities, they do not change the essential nature of the learning process."

MORAL PRINCIPLES AND COMPROMISE IN POLITICS

One finds in the address of Senator Eugene McCarthy of Minnesota a refreshing frankness and bluntness in discussing the moral climate of our politics and public administration. The description of the situation is one the civics teachers and the teachers of political science should keep in mind instead of the desicated descriptions of the textbooks. Senator McCarthy said:

"With regard to the morality of office holders, the findings of Congressional executive investigations, as well as reports on state and local governments, indicate that public officials today, as well as others having public responsi-

bility are lacking a refined sense of right and wrong. In some cases there seems to be little sense of moral responsibility. Others have been found to hold standards that are extremely flexible and generally inadequate. Religious leaders, the press, as well as spokesmen for the general public, have expressed genuine disturbance and distress over the current state of morality. None of the recent scandals reaches as high in government as did Teapot Dome, nor have any of equal magnitude been revealed. There have been other periods in our history when the number of known cases of corruption was large, particularly during the administration of Grant. Such comparisons give little ground or reason for comfort."

The ethical climate of the U. S. as described by Senator McCarthy should

'And Justice to ALL?'



— The Register (Peoria Ed.)

be the concern of the schools and the churches. The schools are not responsible for any political programs, but they have responsibility for the ethical character of the citizenship, of businessmen and professional men, and a high conception of public office. Senator McCarthy points out that the level of morality in the United States is not as high as it might be, that public officials claim their dubious actions are "fully within the bounds of accepted practices in the business world or of the professional groups to which they belong." The diminished sense of morality in our government is caused by "the lack of a strong tradition of the responsibilities and the honor of public office. In the transfer of power in terms of the older aristocratic traditions to our egalitarian, political philosophy we failed to transfer the sense of responsibility. We need to raise these practices to a higher ethical plane and to develop a worthy ethical code for public servants."

The problem is complicated by the fact that political questions are often resolved by compromise, not a compromise of principle but a concession in the situation. "Prudence may require the toleration of a measure of evil in order to prevent worse, or to save the limited good." It is the good effect, limited though it be, which is willed and desired, not the evil which must be tolerated. It is the old story of the wheat and the cockle. Senator McCarthy has an interesting comment on the choice of a political party in a broader statement:

"The fact that politics involves compromise and difficult choices is used by some as an excuse for neglecting it. As Ernest Lefever has written, 'One can be pure or responsible in politics; he cannot be both.' And Thomas More, writing in *Utopia*, expressed the same idea in

these words: 'If evil opinion and naughty persuasion cannot be utterly and altogether plucked out of their hearts; if you cannot, even as you would, remedy vices which habit and custom have confirmed, yet this is no cause for leaving and forsaking the commonwealth.'

"People in politics have to make compromises. Even the preliminary choice of party involves some compromise. There are few if any Americans, I am sure, who would say that either the program of the Democratic party or that of the Republican party is entirely acceptable to them. Major parties must deal with complex issues and, therefore, with compromise. The only really pure position offered on a national ticket in the United States is that of the vegetarians. It may be that what is here involved is not really a question of principle, but in any case it is a pure position and does offer one a rather narrow but an absolute and clearly defined position and program."

CHANGING THE CATHOLIC EDUCATIONAL SYSTEM

The most explosive meeting of the convention was the discussion of "Challenges to Catholic Education" in which the able superintendent of Catholic Schools of the Diocese of Pittsburgh, Msgr. John B. McDowell, was scheduled to state the more immediate solutions and Father McCluskey, S.J., was to discuss the long-range plan of attack.

Monsignor McDowell lists first the three levels of challenges: (1) the right to exist, (2) the ability to exist, and (3) the advisability of allowing Catholic schools to exist. More generally "our philosophy, our intentions, our citizenship, and our qualifications have been frequently challenged. Msgr. McDowell is concerned with our internal criticism rather than with these challenges based on ignorance or misunderstandings. He says:

"Frankly, I am more concerned with the criticism of Monsignor Ellis that we are not producing intellectuals than with the inconsistent outpourings of a professional critic that we are guilty of segregation. I am more alarmed about the criticism of a certain Catholic University President that we have fallen behind in science education at the elementary and secondary level than the charge of the POAU that we are attempting to violate the principle of separation of Church and State. I am more concerned about the lament of a Religious Superior that her teachers are overburdened and are forced into the field too soon with too little training than I am about the Yale-Harvard study. I am more alarmed about the

complaint from our good pastors that the financial load is becoming unbearable than the allegation of the secular philosopher that we do not teach democratic skills. I am far more concerned about the protestations of certain Catholic parents that the classrooms are overcrowded, that some teachers are not qualified, that they do not have an opportunity to work more closely with the school than I am about the charge that we are not in tune with American democracy.

"We must take a long, thoughtful look at the charges that are made against us and simultaneously make a careful examination of conscience. We must be willing to accept honest criticism and we must try to profit from it. We must be willing to admit that we can be wrong about some things and that we can learn much from our critics.

"If we are overloading our classrooms, I think we are wrong. I think we should admit it. If we are accepting unqualified teachers, religious or lay, we are wrong. If we are trying to do too much with too little, I think we are wrong. If we are expanding too rapidly, then we are endangering the whole educational program and I think that is wrong. The fact that other school systems are doing the same thing in the same districts should afford little comfort. Dedicated as we are to a maximum expansion of our schools, it just does not make sense to do the job unless we can do it, not just as well, but better than anyone else.

"Where our schools are strong, where maximum class sizes are enforced, where minimum teacher qualifications are maintained, where curriculum improvement programs are carried on, where experimental programs are undertaken, no

one can touch us. We have something good, real good, and we must not weaken it in a frantic effort to expand, or by overburdening our teachers or overloading our classrooms.

"Sympathetically, most of us are inclined to do this sort of thing because we know the passionate appeals of good parents who literally demand Catholic education for their children. Those who have placed ceilings on classroom loads or dates on admission to school know how difficult it is to be firm. Parents beg, they cry, they threaten, they quote Encyclicals, diocesan regulations, and sometimes pitiful family situations.

"One must be firm and one must be content with doing as much of the job as can be done well. After all, this is not the only resource we have, and even though those of us who are charged with the responsibility for Catholic schools are in the work heart and soul, are fully convinced of its importance, fully dedicated to its purpose, we must realize that few dioceses in the nation can in the foreseeable future accommodate all Catholic children in its schools. A careful, modest, studied expansion should be made, but no new teachers should enter the classroom unless they meet minimum standards. Not one child more than is reasonable should be allowed in existing classrooms."

Msgr. McDowell makes a number of additional points all worthy of quotation, but we can only list them. They include:

1. It is proper that there should be a privileged place for pastoral rights in canon law, but it may be necessary to clarify the position of the diocesan superintendent of schools, which is determined by the Bishop but undefined in canon law. Says Msgr. McDowell about schools:

"We cannot afford to have a hundred different schools operating in a hundred different ways in a hundred different places."

2. The tendency of religious communities to act independently of the diocesan program should be changed and become more co-operative.

3. "We must make every effort to operate our schools using the best, the most effective, and the most acceptable educational methods."

4. We must make a greater effort to bring to the general community and even to the Catholic community understanding of what we are and what we do.

5. The part which the laity could play in the total program should be explored, and this rich resource should be tapped to the fullest, and

6. Finally, we should never face a challenge with the words: "It does not deserve an answer."

IS THE PAROCHIAL SCHOOL OUT-OF-DATE?

The explosive part of the program was furnished by Father Neil McCluskey, S.J., in a series of amazing proposals from what seems an ivory tower situated high above the conditions he seems to realize. We are told: "the hour of federal aid is about to strike; conditioned as we have been by twelve years of massive propaganda." The average education will include junior college. The shift of costs in public education will not seriously affect taxpayers who ultimately pay the cost whoever distributes the money. Father McCluskey is aware of certain important facts:

One disturbing fact of modern American life is the limitation on the resources of the American Catholic people. This is not "pessimism, or defeatism, or disloyalty. It is simple realism." But note the facts which we are now failing to meet:

"There is an ideal of Catholic education, sometimes summed up in the phrase, 'Every Catholic child in a Catholic school.' The greater our Catholic school population grows, however, the farther we seem to be from this ideal. There are millions of Catholic children who are not now in a Catholic school and, unless some drastic changes in our thinking occur, they are never going to be. These include at least two thirds of Catholic youngsters of high school age and more than 40 per cent of those of elementary-school age. A crueler way of stating this point is that in effect we are turning our backs on half of our Catholic children as far as their formal schooling goes. Does this not indicate the imperative need for rethinking the present pattern of Catholic education?

"In those areas where the Church cannot educate all of our young people all the time, is it not the part of wisdom to concentrate our human and fiscal resources so that we can provide some years of Catholic schooling for all and on the more influential levels of schooling? The school, which in 1884 the Third Plenary Council of Baltimore decreed was to be erected near each church "within two years," was an elementary school — in those days the kind of school wherein was satisfied the educational ambitions of most Americans. Seventy-six years later we are still preoccupied with putting up elementary schools while the focal point in the pattern of American education has moved up the ladder. The high school has long since replaced the grammar school as the focus of loyalties and educational influences for the average American. But even this is changing."

We must put Father McCluskey's radical proposals in his own words. They

seem to lack realism, or any appreciation of lay opinion and feeling, of pastoral attitudes, of the evils of the centralization dogma, of the problems of attendance in public or private schools during ages 6 to 12, and the transfer to Catholic schools, of the increasing costs particularly with the increased number of lay teachers, the imposition of a Church tax for schools (with its repercussion on our Catholic opinion); the educational significance of the early years for the whole of life, the divorce of the family formation of the youngster from an intensive religious formation. These are Father McCluskey's proposals:

"The parochial school as an independent, parish-controlled, and parish-financed operation is an anachronism. For the greater good all parochial schools should become diocesan schools. This will mean of course that pastors will have to yield control over their schools. We speak loosely of a Catholic school 'system,' but only a few dioceses approach education systematically. Close your eyes for a moment and visualize what the difference would be (including the change in your own work load!) if all the parish schools were welded into a single diocesan system.

"Take the planning of schools. A central planning board would allocate schools and priorities in building, would pass on additions, consolidations, and suppressions of schools. Special schools would be located at strategic points in dioceses. In these schools, the exceptional children would at long last get their full due. There would be special schools and staffs for the mentally retarded and physically handicapped. There would be a special diocesan transportation provision for the handicapped who attend regular schools. College preparatory schools, terminal schools, pre-professional and technical schools would likewise be centrally located for patronage by youngsters of the entire area or diocese.

"Finance comes next. Tuition is now abolished. In its place there is a school tax levied on every wage-earning family in the diocese, a plan which in some dioceses is partially in operation. The present system of financing Catholic school education is unbelievably archaic, obsolete, and inefficient. In this matter we are a good one hundred years behind the public schools whose architects long ago argued successfully that the burden of support for the commonly used public schools was a total community responsibility. The token tuition collected by the parochial school today is usually supplemented by an occasional "throw-it-in-the-Sunday-basket" appeal to parish generosity. How much fairer and more practical to share the tax burden and

to concentrate during certain periods of the year on whatever all-diocesan drives for supplementary funds prove necessary. Henceforth, let the education of the youngsters in the rich suburban parish and the declining downtown parish be out of the same central fund. And if private schools directed by religious orders want to be supported in this way, it is only proper that they become an integral part of the diocesan system."

SOME GENERAL EDUCATIONAL PROBLEMS

Though the problems or points of view expressed here were made from the viewpoint of a special department or section, these are of general interest. The headings indicate their nature.

THE END OF CATHOLIC EDUCATION

By Rev. William F. Jenks, C.S.S.R.

Democracy in education does not infer that every child must be registered in the same program, use the same books, and achieve the same specific goals. Intellectual development is not the epitome of true Catholic education. We must keep in mind the principle of individual differences, and the proximate end of Catholic education according to the mind of the Holy Father: Education consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime end for which he was created. Above and beyond the intellect is character, and the Catholic school must "co-operate with divine grace in forming Christ in those regenerated by Baptism"! Not only is this consistent with the philosophy of Christian education, but it is demanded by the moral needs of American youth today.

Problems in special education vary from the simple to the intricate, and we must measure programs accordingly. We must consider local situations and tailor special education to the particular needs of the community.

There has been a tendency in American Education to overstress buildings, curriculum, equipment, and teachers, and to forget the child. We have allowed the means to become the end of our educational endeavors, and the real end of these endeavors has been ignored. Studies in child growth and development have broadened the base of education for children with physical handicaps. The development of professional social work and the mental hygiene movement has served to shift the concept of child care from unorganized philanthropic protectiveness to systematic scientific endeavor. With the mental testing program at the turn of the twentieth century came the recognition of individual differences in children, and with it, "special education." During the 1920's, the child guidance clinics were organ-

ized. Behavior was now recognized as due in some measure to the child's reaction to affection or rejection, approval or disapproval, harsh discipline or friendliness. Gessel's studies in the 30's demonstrated that the "physical, mental, emotional, social, and spiritual are all inseparably fused, and the concept of the 'whole child' in the field of Special Education was developed." This concept showed the great need of work not only with the child but also with the family. As a result, the need for an active Home and School Association in every Catholic parish became apparent; and also psychotherapy for parents of exceptional children.

TEACHERS AND CURRICULUM MAY BE NONCONDUCTORS

By Rev. James V. McGlynn, S.J.

College administrators can do their share to foster intellectual development by insuring that the courses in all departments are substantial courses with something in them to understand and by urging instructors to teach for understanding, not for memorization. I realize that in telling you this I am not telling you anything startlingly new. But there is a constant temptation to solve the problem of liberal education by exposing the student to more and more courses and more and more subject matter. And to give in to this temptation is to betray the intellectual development to which college and university education must be dedicated.

What I have just said applies to all college students, but it is especially important for the future teachers. No one can give what he does not have. And the teacher who has been brought up to look on teaching as the transferal of facts from his notes to the notes of the student without going through the mind of either will surely be a liability instead of an asset to Catholic education. And on the other hand, if our capable students get the idea that college teaching is this kind of fact-transfer, they will not be attracted to careers in teaching. Thus, the first thing necessary in preparing for academic careers is intellectual development.

BEING HONEST WITH STUDENTS

By Rev. James V. McGlynn, S.J.

Another suggestion is called for, though frankly I fear it will not be widely adopted. It is this: any school which finds that it is unable adequately to prepare a student for graduate studies in a particular field should counsel the student, say at the end of sophomore year, to complete his major in another school, which can give him the proper training. This may appear to be discrimination against the smaller schools, but it is really no more than an appeal for basic honesty. Just as it is unfair to Catholic education to give our future academic personnel an inferior graduate training, it is just as unfair to Catholic education to cripple our future scholars

with an inadequate training in their major field.

THE NEED FOR GOOD TEACHERS

By Mother M. Benedict, R.S.H.M.

A freshman, introduced into this rarefied, if not rare, environment, will have many adjustments to make. How she makes them will depend, first of all, on her own personality, goals, capacity for sustained effort, and, above all, by her level of maturity. However, the incoming freshman should not be left to fight the battle alone. Well trained and well informed advisers, familiar with her needs, should guide her in the choice of courses; help her to recognize her limitations and capitalize on her assets; and inculcate in her an understanding and appreciation of integral learning as a means of attaining the full stature of her womanhood.

One of the most effective means of realizing these ends is undoubtedly by good teaching. This, according to Gilbert Highet in his book, *The Art of Teaching*, involves three essentials: (1) that the teacher know his subject thoroughly, which also implies that he continue to learn it; (2) that he like the subject, which is affiliated with the first essential, as deep knowledge of a subject must inevitably generate spontaneous interest and act as a deterrent to a closed mind; (3) that he like his pupils whose main defects, after all, as Highet so adroitly points out, are the very ones they are asking their teachers to help them eradicate: ignorance, shallowness, inexperience.

THE LIBRARY AND SELF-EDUCATION

By Rev. Thomas Jordan, C.M.

The library is an important means of self-education for students. Proper guidance by librarians and professors can offset what has, unfortunately, been the experience of many a pupil. Hugh Walpole in a delightful book, *Reading: An Essay*, relates:

"I had learnt, like most English public schoolboys at that time, nothing at all at school. I had spent week after week over the parsing of ten lines of Euripides or Virgil, I had been kept in for many a sunny afternoon because of the wrong placing of a Greek accent. I had constructed with infinite difficulty some of the worst Latin verses known to man, but no single human soul during all those eight years at school had given me any sense at all of the glowing excitement of Homer, the quiet pastoral beauty of Virgil, or the human drama of Euripides. I was to discover Homer years later from Chapman, and Euripides from Gilbert Murray, and Aeschylus from the Loeb Library, but at this time the whole classical world was a dim, mist-shadowed country surrounded with a kind of Chinese wall of impossible grammar and long accent-haunted sentences."

SPECIFIC CLASSES FOR THE GIFTED

By Thaddeus J. Lubera

There is a general agreement on the proposition that education for all means the fullest opportunity for each. This concept applies to the gifted, the average, and the slow or handicapped.

Our problem is to identify the mentally gifted or talented. However, we must do more than identify them; we must stimulate them as well. We must encourage the talented and inform them of the possibilities and responsibilities which are theirs.

The most common error in identification is based on the assumption that mental organization is found in a single IQ score. Although the IQ score should not be ignored, I suggest, in addition, the consideration of mental age, the child's consistently good performance, his interest, and besides interest, certain personality traits which can also be decisive. One trait that needs to be considered might be called the energy level. This implies consistent active undertaking and completing task after task. Such persistence coupled with the energy level can produce better results. Furthermore, we must consider the background to which the individual has been subjected, the way in which he is superior to others in his complex mental organization, the depth and nature of his interest, the persistence in his motivation, and, of course, all test data available which indicate "developed ability."

All able youth will not be the same. There are many kinds of abilities. We must recognize individuals and appreciate differences. Along this line of thought one is reminded of what St. Paul wrote to the Corinthians: "Every man has his proper gift of God, one after this manner, and another after that."

ACCREDITATION HELPS LIBRARIES

By Rev. Thomas Jordan, C.M.

Accreditation programs have been a blessing in enlightening us of the value and necessity of having strong library holdings in all the fields pertinent to our curricula, and in having a good general collection of books for reference, research, and recreational reading. The accreditors expect to see holdings which supplement, complement, and implement the courses contained in the curricula. This, of course, necessitates that we spend large sums of money to bring our libraries up to par with the minimal requirements of the accrediting agencies. The questions these gentlemen ask are very specific and detailed. They cover practically every aspect of library administration from preparing a budget to keeping statistics on library usage. The materials on the library shelves are not bought merely to occupy space, nor to attract the attention of those assigned to dust shelves and keep the premises clean, but they are purchased with a view to their being used by the whole academic community.

"Increasingly, the library is becoming a center for the deposit and distribution of many kinds of instructional materials. In addition to books and periodicals, the library may assume the responsibility for audio-visual materials of various kinds, music and art collections, records, and displays" (quoted from the North Central Association).

REGARDING SIZE OF CLASSES

By Alvin C. Eurich

For me the issue of class size has become obsolete. Hundreds of experiments during the past 60 years have been made comparing the achievement of students taught in large classes with that of students taught in small classes. Tests have been devised to examine the relationship of class size to student attention, discipline, self-reliance, attitudes, and work habits. These tests have been carried out under a variety of conditions and at all educational levels. The results show no significant differences in learning between students taught in large and in small classes. In fact the results are so one-sided that the burden of proof must rest on the proponents of small classes.

EXCEPTIONAL CHILDREN

The group dealing with exceptional children under the leadership of Father Jenks is obviously the most active group with NCEA. It enjoys the most comprehensive treatment of its programs by persons in and outside of Catholic education, and presents papers of a very high quality. Even our generous treatment of the following material relating to the blind, the deaf, the hard of hearing, the emotionally unstable, unhappy children, and other handicapped and exceptional children, including the gifted, is not an adequate indication of the richness and breadth of the program.

WORK WITH EXCEPTIONAL CHILDREN

By Rev. William F. Jenks, C.S.S.R.

Million and a Half Catholic Exceptional Children

The work of the Department of Special Education of the National Catholic Educational Association is to plan programs for the education, care, and rehabilitation of one million and a half Catholic exceptional children throughout the United States. The term *exceptional child* is an umbrella-like term that covers all the five million physically and mentally handicapped or deviate children in the United States, including the gifted. More than 12.7 per cent of all children of school age are exceptional. About 2 per cent are retarded and between 2 and 7 per cent are gifted. Thirty out of every 1000 children are

mentally retarded. Twenty-five of these would be educable (50-75 IQ); four would be severely retarded or trainable (IQ below 50); and one would have to be placed in an institution.

In a recent survey, I discovered that the oldest Catholic residential school for exceptional children was 123 years old. Six residential schools for Catholic exceptional children are more than 100 years old. The combined work of all the other religious denominations in the United States for exceptional children amounts to 86 facilities, of which 17 are Shriner's hospitals. This is a very small percentage of the vast work to which Catholics have committed themselves in the field of special education.

Emotionally Disturbed Children

The great problem facing educators today is the large number of children — one in ten — who are emotionally disturbed, unable to read, and not in a learning situation. We no longer call these children "problem children" but rather "children with a problem." We try to keep these children in the parochial schools, under the care of the priests, Brothers, and nuns, and endeavor to discover the cause of their conduct through adjustment supervisors, or through the team-approach in the Catholic Child Guidance Clinics. Catholics are supporting 58 Catholic Child Guidance Clinics; 93 Catholic Adolescent Psychiatric Clinics, and 35 Catholic Mental Hygiene Clinics.

The child's actions might be due to the inflexible parochial school curriculum: lack of a special class for educable mentally retarded children, or lack of challenge for the gifted pupil. Reading failures, drop-outs, and absenteeism also reflect the emotional disturbances which might be caused by the home environment where the child is not loved, not wanted, and either consciously or unconsciously rejected by his parents. From the psychiatric clinics we have learned that the adult pattern of behavior can often be traced back to lack of affection at home or even institutional placement while the child was young. The trend today throughout the country is away from institutional life for many exceptional children with the establishment of day classes in the school with normal children, or the integration of exceptional children into the regular classes with itinerant nuns or visiting teachers advising the regular teachers in the education and care of these exceptional children. Residential schools are being forced to change their educational policies in order to take care of the long-term and multiple handicapped children that are now being committed to their care.

In the Regular Classroom

To expel the socially maladjusted child from our schools and cut him off from all contact with the priest, nun, or Brother is not solving our problem, winning friends in the public school system, or influencing the behavior of the individual. Behavior is symptomatic.

When a child's behavior departs from what the schools regard as normal, this is a sign to the teacher that something is awry with his adjustment. All behavior is caused. We must endeavor to find the cause. The need for adjustment supervisors and child guidance clinics is evident, and many parochial schools are now using both of these.

Physical defects, such as poor vision, auditory difficulties, glandular disturbances, and the like contribute to delinquency just as much as emotional and mental disturbances. Regular, periodic visual and auditory tests, together with physical examinations, help to unfold the cause of a child's actions.

In special education, we endeavor to keep the exceptional child with the so-called normal child as much as possible. Any child in a special class should be returned to the regular class at the earliest possible opportunity. The trend today is away from the institutional form of life with the child living at home and attending special classes in his parochial school. Catholic schools should be constructed with the crippled child in mind, so that it might be possible at least for him to enter by a ramp.

The gifted child should remain in the regular class. Enrichment of the curriculum, acceleration, field trips with the Home and School Association, adequate libraries, and advanced placement, and early admission to college should be provided for gifted children. As we give scholarships to the gifted to attend our institutions of higher learning, we must not allow entrance qualifications to rob the slow learner of an opportunity to enter our high schools. We should prevent drop-outs of slow learners by adapting the curriculum to their needs; offering more vocational subjects; special examinations; and special diplomas.

The basic reason for the establishment of our schools is to teach religion to all of God's children. Special training for teachers is needed in order to impart the knowledge of God to the mentally retarded, the deaf, the hard of hearing, and other exceptional children. Thirty-two Catholic colleges and universities are offering summer courses in the various areas of special education, and several hundred nuns study each summer in order to prepare for their classes in the fall.

Permanent custodial care is far beyond what any religious group can financially afford. The cost per year per child is more than \$2,300. Today, with the shortage of nun's and Brother's vocations, Catholics lack the trained personnel and the funds to staff and maintain such an institution. This is a community responsibility and matched state and federal funds must be allocated for this work. Public funds should be used for tuition on a case-by-case basis for exceptional children using private or sectarian facilities.

Better, Fuller, and More Secure Life

Heredity is no longer the sole cause of malformation. We now know that

there are more than 70 causes of mental retardation. We also know that these children and the brain-damaged children can be educated to their optimum. We have discovered that a mother who has German measles during her pregnancy will bear either a blind or a deaf child. The terrible scourge of Retrolental Fibroplasia which blinded so many premature babies of low birth weight has been eradicated, and these babies in the future will receive the correct amount of oxygen. Many theories that will probably prevent mongolism, and other kinds of mental retardation are being investigated with some success. Each day and each week we are gaining more and more knowledge about certain genetic diseases involving abnormalities in body chemistry.

Families and physicians are now alerted to test infants for phenylketonuria (PKU). Infants with PKU are normal at birth, but within a few months they begin to show signs of mental retardation; and by the age of two or three more than 90 per cent of these children have progressed to the imbecile-idiot level of mental deficiency.

And so, year by year, we are approaching our goal of a better, fuller, and more secure life for all exceptional children. We would like them to live in a world of peace — free from the spectres of war. We would like them to enjoy equal opportunity and be free from the people who have "guilt feelings" and outgrown prejudices. We want these exceptional children to lead healthy, happy lives and grow into useful, God-fearing, well adjusted citizens in a nation where their personality is permitted to develop naturally and freely, and where each individual is given a sense of personal worth and dignity.

LEARNING PROBLEMS OF EXCEPTIONAL CHILDREN

By George R. Lewis, Ph.D.

Nature of Children's Problems

The referral problems were ultimately categorized as follows: (1) academic difficulties; (2) mental retardation; (3) aggressive and anti-social behavior; (4) passive, withdrawn, asocial behavior; (5) emotional instability and anxiety symptoms; (6) hyperactivity and motor symptoms; (7) sexual behavior problems; (8) toilet training; (9) speech defects; and (10) miscellaneous. These ten categories were placed into four general groups: (a) intellectual deficiencies include categories 1 and 2; (b) emotional and interpersonal maladjustments include 3, 4, 5, and 6; (c) principal specific behavior problems include 7, 8, and 9; and (d) miscellaneous, 10.

Children Seeming Models of Goodness

It is not just those unhappy children with chronic behavior problems who outline the challenge we face. Also included are those children who on the surface appear to be a model of goodness

and integration. In June of 1959 many newspapers across the nation carried a letter to the people of Philadelphia written by a 31-year-old mathematics professor at the University of Pennsylvania. The letter expressed the professor's excruciating personal distress coupled with a sympathetic plea for help for the 15-year-old honor student who confessed the slaying of the professor's 3½-year-old daughter. The letter described the boy as one who has "... always given an excellent formal account of himself — honor student, gentle in manner, handsome and all the rest." At another place in the letter the professor states: "There is something truly terrifying about the model child — almost always well-behaved, never or seldom a bother to his parents, very clean, and basically, very unexpressive" (Chicago Sun-Times, Sat., June 6, 1959, p. 4).

Unhappy Children

In contrast to our children with physical and physiological impairments, there is another vast array of unhappy children who are not functioning normally; not functioning according to the way in which they were designed to function. These youngsters are suffering from psychological disturbances of various kinds and degrees. The behavior which they manifest is typified by fighting, lying, stealing, destructiveness, truancy, rebellion against authority, bullying, teasing, seclusiveness, timidity, excessive fears, cowardliness, excessive and fanciful lying, stubbornness, excessive crying, eating difficulties, sleeping problems, speech disturbances, thumb sucking, nail biting, masturbation, enuresis, etc. Youngsters who present these problems are the children about whom this paper is written. They are the children who are a challenge to all — parents, teachers, clinicians, and churchmen alike.

The public image of these unhappy children is that they are "bad." They are seen not as children with problems but rather as "problem children." Consequently, the attitudes which they arouse are not those related to compassion; rather, they arouse attitudes related to cruelty and inhumanity. The negative public image and the attitudes it activates permeates the schools, the juvenile courts, and other institutions supposedly designed to serve these youngsters. Not infrequently the schools rid themselves of these children through the juvenile courts. The courts in turn remand them to Youth Authorities or to state institutions serving juvenile offenders. From state institutions, these youngsters for the most part, are returned to the community as disordered and disturbed as they were at the time of commitment. Hence, the vicious circle of treatment for these unhappy children is started anew.

Although the schools are in a position to detect and refer these children for proper treatment at an early age, this is rarely done. Paradoxically, they are promoted from grade to grade, from

one teacher to another, until they become almost impossible to handle. It is at this time that these children are shifted to some other institution. The lack of sensitivity shown by many teachers may, in many instances, be attributed to edicts by school administrators that discourage teacher interest in the problems of these children.

EDUCATIONAL RESOURCES: TELEVISION, ETC.

Dr. Alvin C. Eurich, in his paper on the "Effective Utilization of Resources," discussed television, teaching machines, electronic tapes, language laboratories, and thermoplastic recording. We reproduce his comments on television.

TELEVISION IN EDUCATION

By Alvin C. Eurich, Ph.D.

From the standpoint of the student's learning, it is essential that he be in a group of 25 to 30 in order that the teacher's discussions make the maximal contribution to his learning? Again, obviously not. The important element is that he be able to see and hear clearly the best explanations regardless of whether he is in a group of 25, 250, 1000, 10,000, or more. Before we had modern means of communication it was essential that pupils—in order to hear—be gathered in small groups. But the microphone, the radio, the motion picture, and television have made the small group less important. Perhaps that is the reason why the use of television for regular instruction has spread more widely and rapidly during the past decade than any other development in educational history. From a small demonstration in single classrooms, it has spread to cities such as Pittsburgh, St. Louis, Chicago, to counties, as in Hagerstown, Washington County, Maryland, to states, as in Alabama, to regions, as around Oklahoma and North Carolina, to the entire nation as with instruction in college physics and chemistry over a national network. With airborne television to be launched here in the middle west next year, a single flying television station will be able to reach approximately five million students throughout the school day in 13,000 schools and colleges over an area of about 300-400 miles in diameter. For the first time children in small understaffed rural schools will be able to see and hear the same fine teachers as their contemporaries in the best modern urban schools and the inadequacy of educational programs in rural areas may become a thing of the past. The quality as well as the efficiency of education will thus be raised by making more effective use of an existing resource, that is, merely by extending the services of the really superior teacher to reach a multitude of students. Not only has it brought superb teaching to more children than ever before, but it has given



— Photo courtesy of Motorola, Inc.

Closed circuit television monitors were spotted throughout the auditorium for this well-attended demonstration before the elementary school department at the N.C.E.A. convention.

young teachers a chance to see effective and experienced teachers at work.

This procedure illustrates another advantage of television instruction, namely, that it can be made available like a book and in the same way can be used over and over again. But neither the book nor television can in and of itself carry the whole burden for most effective learning—nor is television always superior. But, fortunately, if it is inferior it can be detected much more readily than poor instruction in a small classroom because television teaching is exposed.

I have stressed here television's role in providing descriptions and explanations. It has a comparable role in providing demonstrations and displaying graphic materials which, for the most part, can be more clearly seen on the screen than when shown on a table in a small classroom.

When it comes to directing discussions, answering questions, and helping individual pupils with their problems, television is no more effective than a book. In conducting these activities the role of the classroom teacher is of paramount importance. But again, the important aspect is to match the special competence of the teacher with the activity to be performed. Of what value have discussion periods in the learning process if they are directed by a teacher incompetent to lead discussions?

ELEMENTARY EDUCATION

There was little general discussion of the significance and meaning of elementary education in the papers prepared for the convention. Administratively the departmental system and supervision were discussed and many sidelights on the curriculum were presented. Here are some of them:

TEACHING RELIGION — PREVENTING SIN

By Rev. Aloysius Heeg, S.J.

However, if these teachers are ever tempted to envy the priest his power to forgive sin, they should remember that there is something better than to forgive sin, and that is to prevent sin. As teachers we are called upon to be another Jesus. We are to be a savior. We too are to save from sin and to save from hell—not in the sense of *forgiving* sin, but in the sense of *preventing* sin.

It is the privilege of a teacher, especially a teacher in kindergarten, to work with children whose souls are still free from the stain of grievous sin. If such a teacher tries to be another Jesus, she can, with the grace of God, so inspire and motivate her little charges that they may go all through life without committing a single mortal sin.

It is true that on the Last Day, there will not be found even one religious Brother or Sister or lay person who has absolved a single child from a single sin. But on that day will be found millions of saints in heaven who were brought there by religious Brothers and Sisters and lay teachers, who had been to them another Jesus when they were still very little.

THE SCHOOL AND THE WORLD

By Sister M. Anselm, C.S.J.

The individual child in the kindergarten is too often considered to be profiting from the curriculum and "adjusting" if he is able to parrot the words and actions of his teacher. The five-year-olds expressed this profiting and adjusting to the curriculum while relaxing in the yard by naming the types of planes that were circling their heads. When the curriculum bell calling them back to the classroom sounded, one little voice was heard murmuring: "Now we

have to go back and string those dumb beads." This is not to say that conformity to basic rules is outmoded but that certain types of conformity ought to be reconsidered.

EARLY ENCOURAGEMENT OF ART

By Sister M. Ada, C.S.J.

In his book, *Your Child Is An Artist*, Arthur Zaidenberg says:

"Great art is the rich record of emotional and intellectual experiences of exceptional people. It is obvious that somewhere in the early lives of these exceptional people they were presented with the opportunity and encouragement to begin to produce art or they never would have done so. Drawing ability is no more a part of the natural physical ability of man than is the ability to write script—and it must be learned in the same manner.

"Not that 'drawing lessons' are indispensable, but someone must give the equipment, encourage its use, and above all justify the importance of art to the beginner. Who is to say how many 'exceptional' people, never encouraged to begin, were lost as artists and directed into channels of mediocrity through lack of stimulus. How many potential 'great artists' were thus sidetracked cannot be estimated but it is certain that they are legion. As proof of the need of atmosphere conducive to production of great art we have only to look at the Renaissance period to see how art grew and flourished and artists increased in enormous numbers in a small geographic area."

May your kindergarten be a "small geographic area" where the seeds of excellence in all the arts are sown for the glory of God and His Church.

MATHEMATICS AND SCIENCE IN ELEMENTARY SCHOOLS

By Sister M. Richardine, B.V.M.

Many Catholic schools are experimenting with new developments in science and mathematics. Portable equipment makes laboratory work possible even in the elementary and junior high schools. At least in some cases these supplies are within the limits of the parochial school budget, which, as you undoubtedly well realize, does not enjoy the benefits of the National Defense Education Act's provisions for science equipment, as do those of the public schools. In many places televised science lessons are being channeled into parochial school classrooms. An educational telecast which I observed featured eight fifth and sixth graders from public and parochial schools, each with his or her own science project. Mounted sharks teeth, experiments with batteries and electric currents, the life cycle of a guppy, a dissected frog—each project was explained in great detail. Metamorphosis and amphibian slipped quite as naturally from the lips of these enthusiastic young scientists as did amperes and kilowatts. One sixth grade



Were you there? A finger-painting demonstration was part of the Kindergarten Resource Center exhibited by the National Catholic Kindergarten Association at the N.C.E.A. convention.

class visited is participating in a National Science Foundation experiment with an integrated science and mathematics curriculum and is matched with a control group in the same parish school having the subjects taught separately. Many schools are experimenting on their own with new materials and methods in mathematics. Some are teaching algebra and geometry to above-average and gifted children in the seventh and eighth grades.

THE PLACE OF THE READING CONSULTANT

By Reading Consultants, Archdiocese of Chicago

Cardinal Stritch realized that the supervision of the reading program would be a task in itself and, therefore, did not place this additional responsibility upon the school supervisors. Instead, he asked the various religious communities to free a Sister from classroom responsibilities in order to serve in the capacity of reading consultant. Catholic Charities pays all expenses for her training and pays her salary while in service. As mentioned earlier, by the opening of the comming summer session, the number of consultants will have reached twenty.

Each reading consultant lives in one of the convents of her respective community and is responsible for the reading instruction in from fifteen to twenty schools in that area. Her two most important duties are: first to see that each child receives instruction at the proper reading level; and second, to provide in-service training for teachers. This in-service training is carried on through conferences with individual teachers, classroom demonstrations, faculty meetings after classroom observations, summer workshops, demonstration workshops during the year, and reading courses given for credit. In addition to

this, the reading consultant administers individual psychological tests when necessary, does a limited amount of tutoring, interprets the reading program to parents and to the public, supervises the summer reading program, and develops teaching aids and devices.

FOREIGN LANGUAGES IN ELEMENTARY SCHOOL

By Sister M. Richardine, B.V.M.

During the 1958-59 school year, children were learning foreign languages in 516 Catholic elementary schools. Almost one out of every ten of our schools has a FLES program this year, with large numbers of children participating. Some FLES programs involve high school foreign language teachers and in this way new techniques of the aural-oral approach are being introduced very quickly at the secondary level. In other schools, teachers are learning the foreign language with their classes via educational television. With the help of guide books, tapes, and records, the classroom teacher carries on the studio teacher's work between telecasts. A college professor was teaching French to two first grades and to a seventh grade class in one school visited. Whether that Sister ever took a course in child growth and development, I'll probably never know—although I could have asked to find out—but the rapport between teacher and pupils and the learning going on in those classes was something to dream about!

KINDERGARTEN

The kindergarten group, one of the most active of all the groups, apparently takes very seriously and happily the opportunities of the convention, and prepares papers of a very practical char-

acter. We quote briefly an interesting presentation of the meaning of the school, and the responsibility of the kindergarten to which the parent for the first time releases his dear child:

THE CHILD'S WELCOME TO SCHOOL

By Sister M. Ada, C.S.J.

Without our saying a word, the kindergarten should say to the child as he comes to the door: "Little one, the world is a wonderful place, and here is a warm little corner of it where there are marvelous things to learn and to do. Here there is laughter and music and work, to share with your friends. You have a dear mother at home but you have another mother, Holy Mother Church, who has many treasures in her great heart for you. In this room she will begin to show you these treasures, and here she will teach you that you have treasures in your heart to give her, too. Come, take my hand. . . ."

KINDERGARTEN

By Sister Suzanne Marie, C.D.P.

Our kindergarten is a unit of St. Martin, the laboratory school of the department of education of Our Lady of the Lake College. It is housed in a separate building with its own facilities and, because of its very status as a laboratory school, enjoys a certain freedom of operation. The school has the services of a chaplain who recognized the need for co-operation between home and school.

Entering his child in kindergarten is the first major step the parent takes in the relinquishing of the child to the authority of another. Hence, the school follows the "open door" policy. The parent is always welcome. He is free to come in and enjoy the school program in action.

DEPARTMENTAL SYSTEM IN THE ELEMENTARY SCHOOL

A careful presentation of the departmental system in the upper grades of the elementary school was presented by Brother Albert William, F.S.C., covering the situation in grades below the sixth, the homeroom teacher, amount of departmentalization in the upper grades, whether teacher or pupils should move in the change of classes, and the reaction of students. The following quotations cover some of Brother William's more important points.

DEPARTMENTALIZATION IN ELEMENTARY SCHOOL

By Brother Albert William, F.S.C.

From my study of the topic, my talks with curriculum directors, people engaged in administering and teaching in the departmental system, I have come to the conclusion that departmentalization should be used only partially in seventh and eighth grades and that the self-contained classroom should be used in all grades up to and including the sixth grade. Children in the lower elementary grades need the self-contained classroom because it gives the teacher an opportunity to provide the kind of teacher-pupil relationship that fosters mental health. In their early years, children need and must have the guidance of a sympathetic and understanding teacher who knows each pupil well and can see each child as a complete learning person. The course of studies in the early grades lends itself to integration and generalization. Teachers of young children can and should be aware of the child's individual personality, his needs and problems. Only a teacher in a self-contained classroom can aid in the important formative years of childhood. In a way, however, we do introduce departmentalization in the lower grades as all of us agree that we need the serv-

ices of specialists in music, art, and physical education. We have felt that these special teachers have means of enriching the curriculum and helping the child develop that which we ourselves generally are not equipped to provide.

Students Should Change Classes

When we speak of departmentalization, the question naturally arises which is better: to have the teachers or the children change classes. The ideal plan would be for the children to change classes. Children in the upper elementary grades are beginning the adolescent age and a change of classroom would be recreational insofar as it would recreate interest in learning. At this age level, children tend to a greater spirit of restlessness. They have a tendency to be bored and they instinctively rebel, unconsciously of course, against being held down too long at any one activity. Therefore, the few minutes relaxation between classes, the moving out of the room and into an entirely new surrounding and different seating arrangement answers all these needs for the child. However, the conditions of many schools may not permit such procedures, so then it would be necessary for the teachers to change rooms. In speaking to many teachers concerning departmentalization, we find that they are perturbed because they say it weakens their discipline. This is based on the fact that the pupils talk between the change of periods. Boys and girls should be permitted to talk between periods, to stand up and stretch their tired bodies. There is no real educator who will make discipline and absolute silence synonymous. We know that first, a class which responds willingly and quickly to routine requests of the teacher is a well controlled class; second, a teacher who can control noise when necessary without pressure has good discipline; third, good discipline maintains good working conditions and makes it possible for children to learn.

The Home Room Teacher

On the elementary level, the responsibility for classroom guidance and follow-up depends solely on the initiative and good will of the homeroom teacher. This teacher must have the physical, emotional, and moral development of his students as his first concern and consequently teach religion, health, safety and should also be expected to supervise his students during playtime and recess. It will be during this time that real guidance can be given. This is the principal reason for advocating a semidepartmentalized program in our upper grades. The subjects that could be departmentalized are arithmetic, English, social studies, and science. These subjects are important and must be presented in an interesting, practical, and meaningful manner; otherwise learning will be impossible. Only a master teacher, one personally interested in a



CATHOLIC EDUCATION AROUND THE WORLD

Father James Flaherty, M.M., of Philadelphia, teaches in Santa Cruz, Bolivia. In few parts of the mission world do girls have the opportunity for education.

particular subject can undertake such a task.

Advantage of Change of Teacher

The departmentalized program offers to the young adolescent the thing he wants most, the chance of finding kinship in personality because of the opportunity he has in meeting many teachers. None of us can deny the fact that the child is stimulated by his contacts with a variety of teaching personalities. The clash of temperaments can have a tremendous emotional effect on a child of this age group and greatly effect his learning processes. This can be avoided or at least lessened by the change of teachers. Any child could stand even the worst of us for one, or even two periods a day, but what martyrdom to be subject to a clashing personality for five hours. This, of course, may work both ways because the teacher's nerve strain may be reduced by a change of class, and in turn he can do better work. As one of our eighth graders aptly put it, "I like the departmental system because I don't have to look at the same face all day." Now because the pupils meet many different personalities each day, they will also meet a variety of teaching and study methods. Typical of adolescents, they welcome new procedures. This broader approach may give them the answer to one of their many school problems. A student is bound to mature mentally because of this contact with a variety of teaching personalities even if it be only to evaluate one teaching method against the others. Seventh and eighth graders' interest and alertness are sharpened.

Student Reactions to Departmental System

Besides the questions, we asked the children what they thought were the advantages and disadvantages of the departmental system. It was surprising the number of educational principles they stated in their child-like vocabulary. Some of the advantages they cited:

1. Variety of teachers.
2. Different teaching methods — less boredom.
3. Teachers better prepared — get the best from the teachers.
4. Each teacher has a different disposition and a sense of humor, which makes school life easier.
5. No extra time for a teacher's pet subject, equal instruction in all subjects.
6. We learn different methods of studying.
7. More work is accomplished because each teacher wants to get as much as possible done in each period.

The disadvantages were very few with the great majority stressing the fact of too much homework. One can easily see how such a complaint could be justified. Others stress the fact that the teacher cannot have enough time to understand the individual needs of the students. While others pointed out the fact that the time schedule didn't allot enough time to the slow student.

PARENTS, TEACHERS, AND HOME-SCHOOL GROUPS

A specially interesting and frank discussion of the teacher and parent in the school-home association was presented by Sister Suzanne Marie, C.D.P. She discussed the parents' initiative, the inappropriateness of some teachers' classroom attitudes in meetings of the Home-School Association and in their general dealings with parents. She suggested a program of parent education by means of the Encyclicals, and the beginnings of a parents' library. Strangely enough, there was no discussion of the equipment which the Home-School Association should purchase.

A relevant introductory statement was made by Sister Mary, I.H.M.

THE LOST CONCEPT OF FAMILY LIFE

By Sister Mary, I.H.M.

Many factors have entered into the loss of the Christian concept of family life in America. The lack of a Catholic milieu for immigrants who were used to this in Europe and the pressures of adjustment and hard work in a new land are two wide-reaching causes. A social heritage of religious consciousness and of religious practice was lost although the basic Faith was preserved. The prevalence of Catholic schools has done much to restore individual religious practices; programs of Catholic Action are helping restore social concepts. Still, it is strange, that in a period in American life (especially since about 1920) where great concentration on the needs and development of the young child has been so evident, Catholic social consciousness in this area shows a great lag. Psychological and pedagogical studies point out that the pre-schooler is mentally much more capable of absorbing the world in which he lives than anyone ever gave him credit for. Any kindergarten teacher can vouch for this in the area of religious training. Yet, it continues to be true that first grade children, six-year-olds, enter the parochial schools of our land, unable to make the Sign of the Cross, hardly familiar with the name of God or of Jesus and Mary, with no concept of their patron saint, or any saint, or of their guardian angel. Many of these same children can talk intelligently of superman, of makes and models of cars, and of TV commercials. In their childish way they are very much aware of every aspect of the world in which they live. The foundations of mental life which should be so carefully laid in sensory activity and primary concepts are left largely to the haphazard formulation of experiences largely undirected. Religious formation has little place in these undirected experiences because mothers who are the first teachers of their little ones in the home have no idea either of a basic parental

responsibility or of a child's psychological powers.

To us, as Catholic teachers, the school is the extension of the home. It is the place where, building on what the parent has begun, we continue with him "to co-operate with divine grace in forming true and perfect Christians." This calls for mutual understanding of the means and the ends. How we go about attaining these depends primarily upon the type of school and the policy of the program now in effect, as well as the pastor's ideas and understandings of the function of the school. In our school, conditions were such that the suggestion for parent activity originated with the parents themselves.

TEACHERS' ATTITUDES TOWARD PARENTS

By Sister Suzanne Marie, C.D.P.

The *how*. Here we are dealing with the second basic element in the home and school relationship, namely the teacher. At the outset we must recognize the fact that the teacher wears the crown of authority and that a sort of aurora of power envelops her. This is a fact, and it entails both advantages and disadvantages. It is a useful adjunct in the classroom because it commands both order and respect. Outside the classroom, however, it can be detrimental to good and effective human relations. Confronted with it, the parent will balk, freeze, or draw into his shell. It thwarts spontaneity and the voluntary exchange of ideas among adults.

Teaching children is not the best preparation in the world for working with equals. For the greater part of her day the teacher is on a pedestal with the children around her. They lean on her and look to her for direction. Children think the teacher is wonderful — as a rule; they listen and try to please her. The teacher thus develops the habit of constantly telling what or what not to do. As a result she easily acquires "telling ways" that carry over into her "after school hours." Here, however, she enters into a group of equals, and finding that she is not always and entirely agreed with — that she is not the authority — may be a rather severe jolt to her if she has not kept clearly in mind these differences in relationships.

In working with parents the teacher moves among peers, and whatever influence she has comes from the *rightness* of her ideas and the *adequacy* of her presentation. (Wearing the religious garb does not alter this basic fact.) Moreover, to be effective, the teacher's relations with parents must be a two-way process with the flow of ideas and leadership in both directions. The parent must not always be on the receiving end as a learner. There should be a free and easy give-and-take between parents and teachers with no one-way streets. School people can be very uncomfor-

able in this kind of traffic. But working with parents demands the price of adjustment to the ideas of others with creative and constructive critical thinking as the balance.

The above comments leave much unsaid and are open to criticism. They are intended as such. The purpose of this paper is to alert us to the realization of the need for closer friendly relations with parents. This trend is a national felt need. The area of home and school relations is a white field of potential, ripe for harvest. Let us not be the last to reap the harvest.

Parental Education

Our springboard for directives was the encyclicals. To better understand the role of parent and teacher in the education of the child, the encyclical *Christian Education* was read and discussed. It cleared up faulty concepts (e.g., the priority of the school and teacher in education) and helped toward a better understanding of the Church's position on current events bearing on education.

Externally the position of the Catholic in society is similar to that of any other citizen. His work, his home, his car, the modern conveniences he uses are like unto his neighbors. His attitudes, his understandings, and his way of life, however, have a moral tone and coloring that set him apart. The present day attitude toward marriage confronts the Catholic couple with many temptations. To help counteract these, the encyclical *Christian Marriage* was looked into. Here were found the answers with the reasons for the Catholic position. Through its perusal, a deeper appreciation of the beauty and dignity of Christian marriage was gained.

Living the Liturgical Year with the value and place of the Mass in the life of the Catholic were offered as the pattern for family life.

The encyclical, *The Mystical Body*, is God's precious gift to modern man. Parents have no difficulty in finding their place in that Body. The Pope, himself, speaks directly to them, telling them that the building up of the Mystical Body is not the concern of priests and religious alone, but especially of fathers and mothers. Thinking of them and their children, he says: "We cannot pass over in silence the fathers and mothers of families to whom our Saviour has entrusted the most delicate members of His Mystical Body. We plead with them for the love of Christ and the Church to give the greatest possible care to the children confided to them, and to look to protecting them from the multiplicity of snares into which they can fall so easily today."

The caliber of the group plus its keen interest made it possible to follow so heavy a program. Moreover, realizing that it is not by osmosis but by intelligent activity that the true Christian spirit comes about, the group wanted activity. For the sake of brevity and unity the activities listed are those of all the intervening groups.



The Alumni Giving Incentive grand award, a check for \$10,000 was presented to Chestnut Hill, a Catholic women's college near Philadelphia. Sister Catharine Frances, president, received the check at the N.C.E.A. Convention from George Cooke, American Alumni Association. Looking on were: James Hosey, United States Steel Foundation, sponsors of the program, and Louise Bolger, secretary of the alumnae group.

Beginnings of a Parents' Library

Another group project was the building up of a parent library. The collection contains books and pamphlets on child development and the various needs of adults, books on marriage, and spiritual books. Among those that were most useful in helping parents toward better Christian family living were: *Beginning at Home*, by Mary Perkins, Liturgical Press, Collegeville, Minn.; *Our Child — God's Child*, by Mary Lewis Coakley, Bruce Publishing Co. Milwaukee, Wis.;

We and Our Children, by Mary Reed Newland. J. P. Kennedy & Sons, New York, N. Y.; *Your Family Circle*, by Sister Jean Patrice, C.S.J. Bruce Publishing Co., Milwaukee, Wis.; *Baby Grows in Age and Grace*, by Sister Mary de Lourdes. C. R. Gibson & Co., Norwalk, Conn.; *You*, by Rev. M. Raymond, O.C.S.O. Bruce Publishing Co., Milwaukee, Wis.

This particular book — *You* — is a priceless gem. It ties together all that we try to do. It makes concrete the theme of our program.

THE CONVENTION ENDS ON A HIGH NOTE

The convention ended on a high spiritual and intellectual note with an address by Sister Bertrande, D. C., president of Marillac College. She reviewed the service of the Sisters to the Church, and indicated their new role as "Key Strategists in the New Excellence." Her gently critical paper was marked by a fine constructive attitude. She gave an interesting summary of the part the Sisters played in the development of Catholic education in the United States, and Father McCluskey

might ponder a phrase of the Bishops: "First build your parish schools otherwise you will never need a parish church." "Sisters," said Sister Bertrande, "always manage to deliver the goods demanded of them, whether logic for young leaders, vocational education, or even the vagaries of life-adjustment education." "No one," she adds, "worth a sly touch of humor" can ever accuse our teaching Sisters of falling behind the Joneses in the matter of keeping our schools up-to-date with commerce,

cooking, and shop courses, though the up-to-dateness, in the end, told on our goals of excellence."

She also gave a comprehensive picture showing the proportion of priests and Brothers and elaborating the basic and extensive service of Sisters in Catholic education as follows:

"Now why do I seem to emphasize the Sisters as accomplishing these excellences? Let me hasten to admit that the 11,000 priests and the 4000 teaching Brothers have indeed helped to make our country what it is today. But the nearly 100,000 teaching Sisters in the United States have the heavier burden of responsibility, for they are, one might say, in possession of the unfolding, developing Catholic mind from kindergarten through college. There are to be sure a few boys who escape to segregated Catholic schools at the upper grade and the secondary level, but relatively speaking, not too many. In the over-all view of Catholic school education the Sisters hold Catholic minds a captive audience at least through high school.

"This means, then, that Sisters lay the groundwork for the intellectual, social, and spiritual growth of the Catholic school population. In our grade schools, it is Sister who first leads the budding mind into the intricacies of word-recognition and vocabulary building; it is Sister who first introduces the child to the wonderful world of books and develops a love (or a hatred) of reading; it is Sister who opens the wonderful door of knowledge and inspires (or destroys) a love of learning; it is Sister who continues to enkindle (or kill) a curiosity about the universe."

While frankly recognizing the presence of the general anti-intellectual attitude—or at least intellectual anemia—among Sisters, she wonders, after the statement of the services of the Sisters, whether they may not be responsible for part of the contemporary climate of opinion among Catholics:

"Nevertheless—something more is demanded today, something more than we are giving. We are the religious teachers through whose hands the Catholic school population passes from kindergarten through college. Are we responsible for the attitude that prevails today towards intellectual distinction, an attitude complained about by educators like Bishop Wright, Monsignor Ellis, and some of our eminent Catholic lay leaders? Have we helped to generate the contempt, or at least the disregard in which the so-called 'egg-head' is held? Are we to blame that so few Catholics distinguish themselves in the field of scholarship? Certainly, there has never been a time when more Catholics held high office in the state and federal government, and among the millionaires of our country Catholics can stand up and be counted. But as yet we have

failed to emulate Europe in producing Catholic men of distinction in the field of philosophy, science, and letters. What is needed to right this wrong, to compensate for this defect?"

And saying, "Now is the acceptable time, the day of intellectual renaissance," she makes a clarion call for a crusade for the Sisters to be the key strategists in the new excellence—perhaps the term tacticians might have been more appropriate. She says:

"Today is a new day in a new world where intellectual excellence must be our normal atmosphere, not an emergency inhalation of mental oxygen. There was a day—an older day—when rightfully we gave first place to the spread of faith and devotional practice. To this we added the cultural influence of our select schools and academies with solid curricula to suit the times. In the '30's we certainly went all out for the

frills and fancies of American mass education with its emphasis on something for everybody. But today calls for today's excellence—an intellectual approach more dedicated and embracing than any we made in the past, an excellence in personal scholarship that will manifest itself in a newer type of curricula."

Closing Business Session

At the closing business session on Friday morning, April 22, a series of resolutions were passed praising the excellence of Catholic education and expressing appreciation to all persons and groups helping to make it better.

His Excellency Most Rev. John J. Write, D.D., Bishop of Pittsburgh, was chosen as President General to succeed Most Rev. William E. Cousins, D.D., Archbishop of Milwaukee, who headed the association during the past year.

A report of the annual convention of Catholic Audio-Visual Educators Association

Excellence through A-V Aids

By Ella Callista Clark, Ph.D.

Audio-Visual Adviser to Catholic School Journal

■ In keeping with the general increase in efforts toward achieving greater excellence in learning, it seems that audio-visual aids are playing an ever-increasing role in the classroom. This may be partially due to the National Defense Education Act of 1958 following on the heels of Sputnik and related developments. At any rate, there is evident a greater recognition of the huge potential of audio-visual aids when properly used in specific learning situations.

Rev. Michael Mullen, C.M., vice-president of CAVE, attests to this tremendous growth when he says: "The use of audio-visual material in Catholic religious education has increased some 200 per cent in the past ten years, and approximately two out of every three parishes in the country are using some type of films or filmstrips in their religious education program.

"Although Catholics are relative newcomers in the field of audio visual education, it is interesting to note that there are now more than 235 films and some 736 filmstrips available for use in

the classroom." The source, availability, and cost of this material have been listed in the second annual edition of CAVE's *Evaluation and Directory*. CAVE has already reviewed more than 100 items.

"According to a film executive quoted in the current annual report of *Film World*, the church audio visual field is growing so rapidly that it will soon outstrip the educational field in the amount and variety of audio-visual materials. In keeping up with this tremendous growth, CAVE has for the past three years been evaluating the worth of film and filmstrip materials as a guide to religious teachers throughout the world.

"Our organization has a fifteen member evaluation committee with members located in New York, Chicago, and Buffalo, and we use a ten-point criterion for evaluation based on Catholic theology, philosophy, and psychology, together with film objectives and technical excellence, to rate productions." The *Directory* is a summary of the findings of the committee.

"CAVE sincerely hopes that Catholic



Dr. Ella Clark examines the CAVE program with Sister Mary Charles, O.P., an elementary school consultant for the Archdiocese of Milwaukee schools.

educators throughout the country will take advantage of the work which has been done in the audio-visual field and become acquainted with the tremendous opportunities afforded them to increase the effectiveness of their teaching by these new methods."

At its 9th annual convention in Chicago, April 19-21, 1960, the Catholic Audio-Visual Educators Association (CAVE) again presented a variety of interesting and appropriate demonstrations of the uses of many types of audio-visual aids.

Following greetings by Msgr. Leo J. McCormick, president of CAVE, a panel of nuns from different parts of the country gave some helpful pointers on the solution of practical problems confronting the classroom teacher in utilizing available audio-visual aids. Then followed demonstrations of the specific uses of audio-visual aids in various areas.

Audio-Visuals for Teaching Religion

After an introduction by the chairman on the training of the catechist, a kaleidoscopic view of audio-visual aids was presented through the narration of a "Modern Guardian Angel." Pupils of St. Lambert School, Skokie, Ill., with Benedictine Sisters of that school demonstrated many techniques for clarifying difficult religious concepts.

Especially impressive was the dramatization of the Mass with the accompanying explanations.

Music

Sister Brendan, S.P., of Our Lady of Mercy School, Chicago, demonstrated the remarkable skill of first graders in ear-training in music. In the demonstration various devices were used to interest the young child. Since focus was on ear-training, the devices centered on singing and "reading" of short tonal patterns from soldier charts, seal charts, flannelgraphs, and an original TV set. As children played the "Elephant Game," it was evident that they enjoyed excelling in these basic musical abilities.

Tape Recordings

The increasing importance of tape recordings was highlighted by Sister M. Theresa Brentano, O.S.B., of Mt. St. Scholastica College, Atchison, Kans. Sister has pioneered in the preparation of Catholic instructional materials and is also widely known for her work with the "electronic classroom." She explained how Catholic educators through three summer institutes have collaborated to build a tape curriculum which now comprises some 1200 master tapes of reading, mathematics, science, and social studies. She noted that by September, 1959, the number of classrooms wired to receive tape instruction had increased from 29 to 65. Her discussion covered the use of this aural-visual approach as a means of increasing the quality of instruction. She also showed that magnetic tape multiplies instruction without replacing the teacher.

Sister also described a series of ten-minute tapes which are to be made in the near future for use at the end of lessons in religion. These tapes are to be designed so as to motivate interest in the next day's lesson, arouse intellectual curiosity, and pose questions for pupils' thinking and perhaps answer before the morrow.

Social Studies

As a prelude to the social studies demonstration, George Bergh gave all members of the audience an opportunity to test themselves on their ability to read maps. Then to help them to derive their own "map reading quotients" he explained through charts and maps what the various map symbols mean and why they are important to know. This presentation amply emphasized the tremendous importance of maps as sources of essential social studies information.

Closely related to this presentation was the demonstration lesson on Africa by Sister M. Angelica, S.C.C., of St. Martha School, Morton Grove, Ill., and her seventh grade pupils. They used the project globe, flat pictures, paper cutouts, chalkboard, and many types of

appropriate maps to secure and record on their individual desk maps important information discovered on their imaginary African trip from Chicago.

Their excellent skill in using and making maps appropriately was a source of profitable suggestion for any teacher eager to help pupils to make optimum use of these important aids to understanding essential social studies' concepts.

Newark's Audio-Visual Center

Newark's plan for a truly functional Audio-Visual Center has materialized to a point far beyond the expectations of most CAVE members who a year ago lent fascinated ears to Father John A. McAdam's "blueprint" report. Attesting to this gratifying progress was a large exhibit area in which NCEA members had the privilege of viewing at their own convenience many religious films and filmstrips. Among these was the recent compelling 20-minute color film "Holy Sacrifice of the Mass" reviewed in the section on "Evaluations of Audio-Visual Aids" of this issue of C.S.J. At CAVE's Wednesday afternoon session members greatly appreciated the demonstration of this excellent film which was made by Fathers Paul and Edward Hayes of Newark.

Supplying tangible proof of further progress with the Newark Audio-Visual Center is their 109-page, loose-leaf, audio-visual catalog describing films, filmstrips, and equipment readily available free or at minimum cost. In this catalog, films are classified as to Religious Feature, or Educational Films. Each is briefly described and wherever appropriate, pictures supplement the verbal description.

Even more exciting is Newark's fine response to the audio-visual course of instruction offered free to all teachers in the Newark Archdiocesan Schools on six Saturday mornings each spring and fall.

The Newark Archdiocesan Audio-Visual Library, reportedly the first of its kind, owes its being to the initiative of Archbishop Thomas A. Boland, the ingenuity of Msgr. Joseph Dooling and the dedicated efforts of its director, Father John A. McAdam.

Science and the Space Age

Sister M. Johanna, O.S.F., of St. Benedict's School, Chicago, and her fifth

grade very impressively demonstrated that audio-visual aids appropriately used can clarify and even clinch the most difficult concepts concerning space travel. Obviously, these children, as is true generally today, are fascinated with the topic of space age and space travel. Their lesson presented at CAVE was the initial presentation of this currently interesting unit and as such provided rich suggestion to those lucky enough to see it. By means of an opaque projector, Sister and the children clearly explained the difference in jet and rocket engines, the principle of motion shown in the flight of rockets, the fuels used, meaning and purpose of multistage rockets, as well as satellites and their purposes. Next flannelgraphs were used to intensify vocabulary meanings, and the concepts involved were further extended by means of pictures and flash cards. With the aid of the filmstrip, "Leaving the World" a deeper understanding of the lesson was insured after a briefing of the class on what they were to see in the filmstrip. To clinch the ideas permanently, the flannelgraph was used to organize the ideas into an outline. As a culmination, a quiz entitled "Who's Who?" and "What's What?" wound up a fascinating lesson.

Closed Circuit Television

No up-to-the-minute convention of modern teachers would wish to omit a consideration of television which Pope Pius XII in his Encyclical of September, 1958, called the most powerful tool of communication God has ever permitted

man to possess. Currently there is little, if any, doubt concerning the tremendous impact which television makes on its increasing number of viewers who spend many hours weekly with eyes fixed on a TV screen. Again the annual study made by Dr. Ella Clark at Marquette University underlines this fact. According to the 1960 returns from about 4000 respondents, the average elementary school child in Milwaukee County, Wisconsin, reports more than 21 hours per week spent televiewing and parents, teachers, and other adults in the same area report an average of 17 hours per week watching television. Of course, the study also shows that the increased number of hours of viewing on the part of adults is due at least to some extent to a desire on the part of teachers and parents to familiarize themselves with the actual content of the television presentations which today's child sees and to work with children in helping them to evaluate "air fare" and become increasingly selective in what they watch. TV provides some programs which present excellent learning opportunities; these we also want to use to best advantage.

Furthermore in many communities both public and private schools utilize educational television stations to provide classroom instruction right in the schools. Parents and others may also view these programs in their homes and thus become familiar with what the schools are teaching and how.

However, the use of closed circuit television in the teaching of science was

the phase used for demonstration at the N.C.E.A. Sister M. Georgita, B.V.M., of St Gertrude's School Chicago, presented a unit on the Solar System to a class of elementary school children. Provided with many appropriate charts and other audio-visual aids, Sister clarified concepts and word meanings and proceeded to develop basic understandings of the various parts of the solar system and their inter-relationships.

Equipment utilized in "Teaching Science by Television" was representative of both the most basic and the more complex systems. The presentation, in itself, typified closed circuit television within a single room and demonstrated how television can be used for electronic enlargement or magnification of "props" used by the instructor. Cameras used were connected directly to receivers via coaxial cable. For this presentation, sound was separately reproduced.

Cameras included a general purpose unit, a "studio" type with a viewfinder and a unit provided with a "zoom" lens mounted on a remotely controlled pan and tilt head. Receivers included 14" monitors and 21" receivers. The Motorola Company supplied all the demonstration equipment.

After the signal was picked up by the individual cameras, it was run through a "switcher." The person operating the switcher selected the camera to be used and pushed the appropriate button connecting the camera to the receiving units.

By use of cabling to provide multiple room hookups, such a basic network can be utilized to provide televised teaching to as many rooms as desired.

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June, 1960

ADMINISTRATION

A Lay Advisory School Board.....	William Holub	47
They Advertise Catholic Education!.....		50
Functions of the Diocesan Superintendent.....		51
Replacement Cost Insurance for Church and School.....	Charles V. James	53
White House Conference Emphasizes Religion.....		55
Tuition and Salary Costs in Higher Education.....		55

BUILDING

St. John's High School, Washington, D. C.....	Brother E. Ignatius, F.S.C.	56
---	-----------------------------	----

MAINTENANCE

The Composition Roof: Its Maintenance and Repair.....	James Neil Morris	60
Problem Clinic		61

FOOD SERVICE

Summer Shutdown of the Kitchen.....		62
Food Inventory Forms.....		62
Quantity Recipes and Menus.....		63



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CATHOLIC
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JUNE — 1960

A LAY ADVISORY BOARD

How it operates for the Dayton Catholic Schools

By WILLIAM HOLUB

*General Manager, America Press, Inc., New York City
Former Member, Cincinnati Archdiocesan School Board*

● A 28-MAN BOARD OF LAY advisers has been serving the Dayton, Ohio, office of the superintendent of parochial schools for three years, as of the spring of 1960. The first results of this lay co-operation with the Church in the critical area of the education of Catholic children are of major significance, according to the Very Rev. Msgr. Edward A. Connaughton, head of the Dayton office.

This venture into utilizing the aid of qualified Catholic laymen to help solve Church problems is pointed up even more by the unusual situation of the Dayton area Catholic schools. The Dayton area Catholic schools are part of the Cincinnati archdiocesan system. The city of Dayton, a metropolitan area with a population of 695,350, is located 55 miles north of the See city. This area is served by 27 parochial elementary schools and three interparochial high schools. The total enrollment numbers 19,308 pupils for the 1959-60 school year.

As in other industrial communities, the period during and following the war years found the Dayton area experiencing a tremendous population growth. New parishes and schools were established to meet the demand. As the educational facilities increased there was a

corresponding need for closer co-ordination of the parochial schools with the civic and educational life of the community. Closer contact with the office of the archdiocesan superintendent of schools in Cincinnati was required. To meet this need, the late Archbishop John T. McNicholas established the Dayton office of the superintendent of schools. Rev. Edward A. Connaughton, assistant to Rt. Rev. Msgr. Carl J. Ryan, archdiocesan superintendent of schools, was put in charge of the new office. This establishment of a liaison for educational matters between the See city and its large sister community to the North has contributed in great measure to the continuing growth of the parochial school system and improvement of the services rendered by the institutions to the Catholic children of the area.

Although supervision of presently operating schools was the main concern of the Dayton superintendent's office, planning for solutions to the problems of the increasingly critical high school situation was becoming immediately important. The three presently operating high schools were obviously being taxed to their absolute limit. A definite study of the needs for additional high school facilities and of the ways to provide for their construction was indicated.

Four years ago with the aid of several Catholic laymen and the research director of the Dayton public schools, Father Connaughton made a survey of present and future needs. The serious interest of the laymen who worked on this study continued after completion of the survey. One of these laymen, the top executive of a local industry, kept pointing to the large numbers of Catholic men who were active in Dayton service clubs, civic and community projects. He insisted that their willingness to serve the best interests of the community extended also to the Church. To make use of the talents and interests of these people in bettering Catholic education facilities, he said, would only require an invitation — and he was right.

Aims of the Lay Board

This potential for a lay advisory board working with the superintendent's office was discussed by the superintendent and several laymen shortly thereafter. The reception for the idea was enthusiastic. Endorsement of such an organization and permission for establishment of such a board was readily granted by Archbishop Karl J. Alter. Letters of invitation went to 28 men. All accepted. At an organizational meeting held in March, 1957, Msgr. Con-



Charles Helldorfer, chairman of the lay advisory board for the Dayton Area Catholic schools, presides at a meeting. The full board is composed of 28 laymen from various walks of life. Msgr. Edward A. Connaughton, head of the Dayton Catholic Schools, is at the far right.

naughton described the objectives of the board, saying:

"Throughout the country today, education is faced with many problems, which must be met and solved. Catholic education is no exception. There are problems in the Dayton area, too.

"To cope with these problems and to find desirable solutions on the local level, valuable assistance can come from an organized group or committee of interested laymen. Such a committee can discuss Catholic education, study the facts, explore possible programs of action and thus, through collective thinking and in an advisory capacity, help further the interests of Catholic elementary and high school education."

In commenting on the establishment of the lay advisory board the *Catholic Telegraph-Register* hailed the organization as being of "unusual significance." It stated: "Many pastors will be the first to agree that the Church has much to gain by tapping the potentialities of lay assistance. Pastors of new parishes especially are faced by mountains of problems that they cannot deal with alone. Asking their more capable parishioners to help with a variety of chores — accounting, census-taking, public relations, teaching school, raising funds, coaching athletic teams, offering counsel, and so on — they have found men and women who are better equipped to do some of these tasks than the clergy. The grace of ordination, after all, does not automatically make priests experts in physical education, public relations, business administration, cooking, and the

scores of other skills demanded of pastors in our day.

"There was a time, during the era of 'trustee-ism,' when an American pastor invited trouble if he asked his parishioners to assist him in his work. Parish trustees, often confusing co-operation with domination, not only controlled the temporalities of parishes but tried to invade the sanctuary to dictate the priest's spiritual duties.

"This disease was stamped out only after many decades of contentions and scandals, and a few scars will remain to impede the movement for increased lay action. These, too, will disappear as more and more laymen demonstrate that it is possible to act freely within the framework of the Church's authority.

"We wish the new Dayton advisory board every success, not only because of its potential value to Catholic education but also because its work can point the way to fruitful co-operation between the clergy and laity in many other fields."

Organization of Board

The board consists of 28 laymen with the dean of the Dayton deanery and Monsignor Connaughton as ex-officio members. There are four officers: chairman, vice-chairman, secretary, and treasurer. The officers with five other board members constitute an executive committee, which meets regularly once a month. The entire board meets whenever the need is indicated, ordinarily once every several months. To familiarize the pastors of the area with what the

board is trying to do, meetings have been rotated so that different parishes are hosts.

The standing committees are: *membership*; *educational legislation study* committee, which has as its purpose the study of all municipal, state, and federal legislation that may have an effect upon Catholic schools; *publicity and public relations* committee, which prepares and disseminates information about Catholic education and the local Catholic school programs; *statistical research* committee, which is responsible for all data surveys concerning Catholic education; and the *facilities planning* committee, which recommends locations, types, and sizes of educational facilities.

Membership on the various standing committees (or on such other committees as the board may authorize from time to time) is not limited to members of the board. At present, for example, there are two members of the educational legislation committee who are not board members; one is a city commissioner, and the other a Washington correspondent for a Dayton newspaper. One board member who is a member of the legislature of the state of Ohio is chairman of the legislative committee.

In the matter of public relations, in addition to releases to the daily newspapers and the *Catholic Telegraph-Register*, there is a monthly newsletter issued by the board in co-operation with the office of superintendent. It is distributed to board members, the local priests, principals, presidents of the P.T.A.'s, parish chairmen of the Coun-

cils of Catholic Men and Women, and other key people. The newsletter keeps them informed on school matters of local interest and educational developments and problems.

High School Planning

Since the lay board's organization, the greatest effort has centered on the high school problems. When the board was established, Archbishop Alter was in the midst of a high school fund drive in the Cincinnati area. Knowing that the Dayton area would be next in line for a campaign, His Excellency suggested that the lay advisory board make preparations for the project, through research studies and a program of familiarizing the Dayton Catholics with the facts learned.

Accordingly, the statistical research committee made a thorough study and analysis of the high school needs on the basis of present enrollments and facilities, concentration of pupils by areas, expected trends in population and area developments, and projection of enrollments as far as predictable.

The facilities planning committee followed up on facts disclosed by the statistical committee, and enlisted the aid of the City of Dayton Planning Commission to verify facts and to help make recommendations. More than 60 sites in the areas most critically in need of high schools were studied from all possible viewpoints. Ultimately, properties were purchased for two additional high schools and a site for a third one indicated.

With these preparations completed by the lay board, the Archbishop's Greater Dayton High School Campaign was launched late in the spring of 1959. The lay chairman and cochairman of the fund drive were members of the advisory board. Every one of the 28 board members participated in the fund drive organization.

The campaign was a success. The result was the largest amount ever pledged in any campaign — civic or otherwise — in the history of the community. With a goal of \$3 million set for the parishioners of the 34 area parishes, a total of nearly \$5 million was pledged. During the collection period, now under way, the board has been stimulating, co-ordinating, and sustaining interest and enthusiasm for reaching the goal.

Many Problems Considered

Although the high school problem has occupied most of the attention of the

board since its inception, other problems — such as that of lay teacher supply, school cost accounting, the religious garb controversy, bus transportation, school safety — have been receiving attention, too. Now that the campaign itself is over, the board's interests are being extended. The scope of activities will be broadened.

Plans are being made to reorganize the board structure itself. When the board was established, the primary and immediate objective was to get a group of men interested in and willing to work for Catholic education. Members were selected without trying deliberately to have a representation from various fields, areas, or professions. It just hap-

Evaluation and Reorganization

pened that the original board representation was quite extensive and adequate. Also in the beginning, no arrangement was made for turnover on the board with staggered periods of membership. This situation is expected to be rectified in the future.

In evaluating the works of the lay advisory board during its first three years of existence, these conclusions can be drawn:

1. Archbishop Alter, long noted for his interest in and promotion of the lay apostolate deserves additional commendation for authorizing, endorsing, encouraging, and helping the establishment and functioning of the board. His Excellency's actions give weight to his words, expressed recently in a public address when he exhorted the laity "to assume greater initiative and a larger

measure of responsibility for the welfare and the preservation of our Christian civilization." And again saying, "To the laity . . . belong the right and the duty of participating in the apostolate of the hierarchy."

It should also be noted here that the Archbishop took an even more significant action in reorganizing the archdiocesan school board last summer when he appointed eight laymen to membership on the board.

2. The lay advisory board has been a valuable asset to the Dayton office of the superintendent of schools. Its members supply the education office with a veritable reservoir of assistance and advice touching on almost every field, e.g., law, health, management, accounting, real estate, engineering, public relations, and the like. The work done by the board represents a block of time, talent, and effort that would ordinarily be beyond the limits of a superintendent's office. In the matter of advice, any board member's analysis of problems and the conclusions arrived at are within the frame of reference of a particular field or specialty, with the result, therefore, that a group or board opinion or decision is a judgment derived from extremely valuable multi-and vari-faceted thinking.

3. The interest of the Catholic laity in lending aid and co-operation has been tremendous. The willingness to work on behalf of the schools and Catholic education — frequently to a truly sacrificial degree — has been most commendable.

4. Membership on the board has afforded an excellent opportunity for



The statistical research committee of the lay board conducts preliminary studies on the needs of the community and its population concentration in various areas. The map of the city is divided by its main traffic arteries.

Catholic action, and has been personally beneficial to the members. It has given many an insight of the Catholic system from "an inside" view. As they become acquainted at firsthand with the facts and figures and problems, they gain a sympathetic view. Their personal outlook is thus broadened and deepened. One can almost see the *mens ecclesiae* developing in them while in no way turning them into a mere rubber stamp committee.

5. The lay advisory board clearly demonstrates that it is easily possible for laymen to act freely within the framework of the Church's authority without the "trusteeism" of old rearing its feared head.

6. The board serves well as a training ground for developing a well-informed, articulate, and respected leadership in the field of Catholic education.

7. A lay advisory board can be the leaven for good public relations with-

in a community. Through its members' contacts with fellow Catholics, and, more particularly, with non-Catholics and with the civic and social and economic community forces, public knowledge and understanding are promoted with perhaps a greater appreciation of Catholic education and the role of Catholic schools as an important agency in American democratic society.

8. After three years of activity, the lay advisory board for the Dayton Catholic schools has lived up to the expectations of the *Catholic Telegraph-Register* expressed in an editorial shortly after the board was established. The editorial entitled, "Right-Hand Men," stated:

"The appointment of a lay advisory board for the Catholic School system in Dayton is of unusual significance — for several reasons:

• It gives the Church the services of a group of men whose varied tal-

ents should prove most valuable.

- It is a mark of confidence in the ability of laymen to take more responsible roles in Church-related activities.

- It will encourage the recruitment of competent laymen for similar work in other directions.

- It is in keeping with repeated Papal appeals for more lay action.

- It keeps pace with the movement toward more active participation in the Church's official worship."

The Dayton Advisory Board has demonstrated in its first three years that Catholic laymen *want to do* and *will do their part* in helping Church authorities to make our schools as good as possible. The success of this venture in lay co-operation with the Church points the way to even more fruitful co-operation between the clergy and laity in many other fields.

In the Diocese of Rochester —

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You're so right, Little Lady: 23 million is a lot of money!

Actually, in the Diocese of Rochester more than a dozen parishes of over 20,000 dollars in average income per family contribute annually to the city of Rochester alone; Rochester would need to pay one additional \$12,675,000 more to have the same amount of money in the coffers of these diocesan parishes.

These tremendous savings are based upon the assumption that the average family in Rochester remitted by the City of Rochester approximately \$1000. Of course, these figures do not include the contributions of the many individuals necessary to support public school facilities, teachers, and students, nor the contributions of many mothers. Add this amount to the amount to the contribution rates for 1950-51 additional Catholic schools, and you still not want to compare.

With pride and pleasure we invite you to compare the services which Catholic Religious Education in their parochial school system, Catholic High Schools, and the Diocesan High Schools, and the educational features of all these educational institutions. You, in all respects, might have nothing to do with Catholic education, but if you are interested in the welfare of your community, we invite you to compare.

**CATHOLIC SCHOOLS
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This full-page advertisement in local newspapers points out that Catholic schools in the Diocese of Rochester, N. Y., saved taxpayers \$23,610,375 just in average costs per pupils for 36,039 pupils, without any consideration of school construction costs.

- THE DIOCESE OF ROCHESTER has launched a unique advertising campaign promoting the merits of Catholic education to the community by means of full-page ads in the two Rochester daily newspapers. "We have felt for some time that the non-Catholic people of our community have been largely unaware of the tremendous contribution that Catholic education has made and is making to the welfare of the country," explains Rev. William M. Roche, diocesan superintendent of schools. "Why feel strongly that a much more positive and dynamic position should be maintained by Catholics in their local communities, wherever they are. For too many years now, Catholics have been content in the knowledge that they have the Truth themselves. There seemed to be no general attempt to 'go into the marketplace.'

"If Catholic education is a contributing factor to the welfare of the community, why shouldn't the community be made aware of this? It can do nothing but engender respect. When the people of a community know that our aims are sincere, that our schools are much more than glorified Sunday schools, that our staffs are well-trained, they cannot help but feel more kindly toward Catholic education.

"Financially, Catholics do make a tremendous contribution. Our Bishop felt that this is where we should start to tell the story. There are many other areas that can be talked about: teacher training, discipline, our courses of study, our economy in school building, etc. As the years go by, I hope that Catholics all over the country will do more to acquaint their neighbors with what we stand for. It will gradually create that receptive climate that is so essential if we are to receive the support that is our due."

FUNCTIONS of the Diocesan Superintendent

Excerpts from a report by the standing committee on the Function and Status of the Diocesan Superintendency of Schools, Department of School Superintendents, NCEA. Members of the committee are: Rt. Rev. Msgr. John Paul Haverty, chairman; Rev. Thomas J. Frain, Rev. Daniel Kirwin, Very Rev. Msgr. John P. McDowell, and Rev. Walter Shaull.

● THE CATHOLIC SCHOOL system in the United States has grown to be large and complex. Today it comprises 10,287 elementary schools, 2401 secondary schools, and 260 colleges and universities. The majority of elementary and secondary schools are parochial; some are the responsibility of several parishes; others are diocesan; and still others are private. Within certain restrictions imposed by Canon Law, Catholic schools are under the jurisdiction of the bishop in whose diocese they are located.

Generally speaking, the administration and supervision of the educational program conducted in these schools is the responsibility of the bishop of the diocese. However, since this is only one of many responsibilities of the bishop, in practice the actual administration and supervision are carried out by a priest appointed by him. This priest is the chief school officer of the diocese. He may bear the title of Superintendent of Schools, Secretary of Education, or Secretary of the School Board. Whatever title is used, his office most closely approaches that of the chief school officer in the public school district, traditionally known as the Superintendent of Schools.

Since the diocesan superintendent of schools is peculiarly an American institution, it is not mentioned in the general Canon Law of the Church. As a consequence of this lack of canonical status, there is no precise definition of the role and function of the superintendency. Lacking such definition, the bishops of various dioceses have developed the office along diverse lines designed to meet particular situations. While common characteristics are found

in almost every instance, it would be impossible to say that similarity of function is the rule. Rather, variety is the rule. The office is in a period of growth and transition and, as the educational needs of a diocese grow, bishops are inclined to make greater and clearer extensions of its function and responsibilities.

The function of the chief school officer in the Catholic system cannot be determined from any written code or set of rules or nationally established policies. The best indication of the superintendent's function is a survey of activities as carried out in various dioceses where the Catholic educational program has been vital, growing, and successful.

Delegate of the Bishop

The bishop of the diocese holds the first responsibility for all educational programs within the limits of his diocese, as chief teacher of the faithful under his care. The scope of this responsibility is tremendous. The bishop is responsible to provide Catholic formation for all his people both young and old. Some of the ways by which the bishop carried out this charge of instructing the laity are: by sermons, religious associations, letters, and various other media. However, a distinction may be made between education in its general sense, and education in the more narrow sense of school.

Both forms of education are equally important and efficient, but the term schooling is used to indicate that part of the educational process that takes place in and through institutions established by the bishop for this purpose. It includes elementary and sec-

ondary schools, colleges and universities, schools to provide education in special areas, and institutional schools. These formalized educational programs, with slight variations, constitute the particular concern of the Catholic superintendent of schools in a typical American diocese.

In most dioceses, the authority of the superintendent is limited by the bishop to the elementary and secondary area, and certain special educational institutions. In other dioceses, the superintendent's responsibilities extend to specialized educational schools, colleges and universities as well. In whatever authority he finds himself, the superintendent acts as the delegate of the bishop of the diocese, and he is directly responsible to the bishop for such programs under his charge.

The Diocesan Board of Education

In most dioceses, a board is appointed by the bishop to advise the superintendent and work with him in formulating programs and policies, subject to the final approval of the bishop. Usually the superintendent is the executive officer of this board. Although membership on the board varies throughout the country, usually it is composed of from six to 15 clergymen, members of the diocesan clergy representing various interests in the diocese. They are men of experience in both parish or diocesan work, and sometimes educators in their own right.

Such boards are usually consultative in nature, not administrative. They study various educational problems with the superintendent and help him formulate programs and policies which are in the best interest of the diocese. In almost every instance, the bishop is honorary chairman and meets frequently with the board.

(Concluded on next page)

Chief Executive School Officer

The first and most important function of the superintendent is to put into operation the approved educational policies and programs of the bishop. Within the limits placed by the bishop, he has the authority to administer, to supervise, and to evaluate the formal educational program of the diocese. He must set into operation and control all the mechanisms required to develop the program of studies, the curriculum, training programs, and other phases delegated to his care. As a result of his studies, evaluation and research, the superintendent is in a position to promote improvement and progress in the schools. He will suggest and recommend to the bishop and the board, the adoption of policies and procedures which will strengthen education in the diocese.

By reason of his office, the pastor is the responsible administrator of the parochial school. Accordingly it is his duty to see that diocesan policies are put into effect and that the school complies with the requirements and the programs of the diocesan school office. The superintendent acts to advise and assist the pastor in the discharge of his educational duties and serves as a consultant in providing solutions to local problems.

Relations With Public Officials

The superintendent of schools represents the bishop in all contacts made with local, state, or federal officials regarding the Catholic schools. Certain elected or appointed officials are mandated by law at all levels of government to enforce regulations which affect the education of all American children. It is the superintendent's responsibility to know such regulations and see that they are observed in the diocese. He is responsible for the compliance of the diocesan schools with civil requirements when they affect private, parochial, or diocesan schools. All contacts with civil authorities are made through his office. He is directly responsible to the bishop for the observance by the personnel under his direction of state laws governing accreditation, curriculum, school plants, safety, and health requirements.

Likewise, as chief school officers of the diocese, the superintendent must establish and maintain communication with official Church organizations that have been established to look after the interest of the formal educational pro-

gram. He represents the bishop in such organizations as the N.C.E.A. He meets with superintendents of other dioceses to discuss common problems and work out proposals that will result in a more efficient, effective, and unified program. Such plans and proposals are presented to the bishops for approval and, if this is given, it is the superintendent's responsibility to implement the new plans in his own diocese.

Superintendent as Educator

In most dioceses, the superintendent is a professional educator, holding a graduate degree, and well qualified by experience and educational background for his office. He must have a sound knowledge of the curriculum, courses of study, textbooks, educational materials and equipment. He must know the Catholic philosophy of education, and be well acquainted with the various fields of study in elementary and secondary schools, as well as colleges if he supervises them. He must be alert to the changes occurring constantly in these various fields.

His main duties as an educator is to devise the curriculum, which will be truly Catholic in nature and professionally adequate in presentation. He will undertake critical research work from time to time to discover the best possible approach to particular educational needs. Finally, he is responsible for the diocesan teacher training program. In this respect co-operation with local colleges and mother houses is of special importance.

The most common way a superintendent can supervise the diocesan program of instruction is to appoint a board of supervisors, from the religious community or diocese, to make regular visitations to each classroom or school. They submit reports which indicate the strengths and weaknesses of the instructional program. There is a decided trend toward having supervisors of special areas of education, such as art, music, and particular subjects. Evaluation is an essential part of the educational program.

One of the chief functions of the superintendent is to interpret the Catholic school program in the diocese. He must interpret the school program and policies to his own personnel and indicate to them how the school fits into the general community scene. Likewise it is his duty to bring to the general community a knowledge and understanding of the Catholic school. He performs an essential role in public relations

through lectures, addresses, articles, and other community contacts. He works with Catholic parents through such groups as the Home and School. He is particularly interested in maintaining good relations with local public school officials, directing his interest toward the common cause of education in the community.

The development of a diocesan school program requires a carefully planned building program. As the bishop's delegate, he makes necessary studies and arrangements for careful and prudent expansion. Then, the superintendent becomes the partner with community planners, architects, contractors, pastors and religious superiors to formulate adequate and proper school building facilities. Hence, he must be aware of building codes and the latest educational policies which will affect building design. He also must be an economist, able to evaluate the particular needs of an area in terms of its ability to finance new projects.

Logically, he should be involved in such building projects, not only as a consultant for educational facilities, but because he is responsible for the procurement of teaching personnel. He makes arrangements with religious superiors to staff new schools, and works out the very difficult problem of providing an adequate proportion of religious to lay staff for new or expanding schools.

In many dioceses he is also the chief building inspector, receiving reports on the safety and health conditions in existing buildings.

The superintendent of Catholic schools is an interesting and provocative invention of American Catholic education. His many responsibilities to Church and State and to local authorities and groups should indicate clearly enough that it is a position requiring special talents. His role as an administrator, educator, supervisor, and builder requires particular training. Although the first superintendent of schools was appointed only in 1894, today in every diocese there is a priest assigned to this particular work. Many have been great leaders in American education. Many have been responsible for new ideas in the field of education. Many have written and spoken eloquently about educational problems and programs in America. All have been devoted to the work of educating American children, and all of them have given themselves zealously and unselfishly to the advancement of the Church and their country.

**How can it be replaced?
Is the insurance adequate?
These questions face
every administrator.**



— National Board of Fire Underwriters

Replacement Cost Insurance for Church and School

By **CHARLES V. JAMES**

Assistant Secretary, Northwestern National Insurance Co., Milwaukee, Wis.

● THE BASIC PURPOSE of fire and allied perils insurance is to return value for value lost. The determination of the value figure, known in the industry as "actual cash value," is affected and influenced by many factors. In general and very simply "actual cash value" is found by determining what it would cost to restore the property to a new condition if and when destroyed and then deducting depreciation.

With this definition in mind, imagine yourself a fire insurance underwriter of 20 years ago who found that something new, at that time called depreciation insurance, was being added to insurance terminology. The thought of replacing a depreciated building with a new structure was—and still is, for that matter—contrary to the best principles of fire insurance underwriting. It meant that it was now possible to sell coverage that would enable a person to "better himself" if he had a loss to his building. It meant, in other words, that the insurance company would foot the bill for a new building where an older one had stood. The implications of this thought do not need further elaboration.

Regardless of how the majority of fire insurance people felt about this

new "depreciation" insurance (now known as "replacement cost" insurance), it became more and more a competitive factor in an industry of intense competition. Today it is accepted as a standard coverage in many dwelling forms; it is sold by most fire insurance companies; and it can be added to policies covering many types of buildings. Moreover, in many states, replacement cost can also be added to policies covering the contents as well as the buildings of churches, schools, and public buildings.

How can replacement cost be applied to the insurance programs of schools and churches and their related structures? To begin with, let's examine the Replacement Cost Endorsement more closely to see how it works and what requirements must be met in order to become eligible for its benefits.

Replacement Cost Endorsement specifies that the term *replacement cost* is to be substituted for the term *actual cash value* wherever it appears in the policy, thereby eliminating any deduction for depreciation. It further specifies that the following "Coinsurance Clause" applies:

"In consideration of the rate and/or

form under which this policy is written, it is expressly stipulated and made a condition of this contract that the Insured shall at all times maintain contributing insurance on each item of property, the replacement cost of which is covered by this policy, to the extent of at least one hundred per cent (100%) of the replacement cost (without deduction for depreciation) at the time of the loss, and that failing to do so, the Insured shall to the extent of such deficit bear his, her or their proportion of any loss."

The requirement of 100 per cent insurance to replacement cost incorporated in this Coinsurance Clause has been made optional with an 80 and/or 90 per cent requirement in several states at this time. This variation is expected to spread to other states. However, as of this writing, most states require 100 per cent insurance to replacement cost with no option for writing the coverage for a lesser percentage requirement. It is important to note that this percentage requirement must be met at the time of the loss regardless of whether the requirement was met when the policy was written. One can appreciate how important this stipulation is in the light of today's changing values.

In essence, what the Coinsurance Clause is saying is this: If you wish to

collect replacement cost for a loss to the insured property, you must maintain the required percentage of insurance to the replacement cost value—not actual cash value—of the building at all times. With the 100 per cent insurance to replacement cost requirement, if the building has a depreciated value (or, in other words, actual cash value) of \$85,000 but would cost \$100,000 to replace, you must be carrying \$100,000 insurance on the building at the time of the loss. Failure to do so involves a coinsurance penalty in the final settlement.

Value of Written Appraisal

There is no rule or condition requiring that the insured maintain an up-to-date written appraisal at all times. However, it is certainly to the advantage of the insured, whether carrying the regular actual cash value or the replacement cost insurance, to obtain periodic appraisals from a qualified appraisal firm. One has only to see how difficult it is to construct an appraisal from a pile of ashes and destroyed records to know the importance of a plan of periodic appraisal. Many honest differences of opinion are the unhappy result of an absence of records after a loss occurs. The written appraisal, filed in a safe place other than in the insured building, virtually guarantees a swift and satisfactory settlement of a claim.*

Cases of inadequate insurance programs come to our attention almost daily. Often it is the result of the failure on the part of the insured to recognize that inflation has increased the values of his property to the extent that the amount of insurance carried not too many years ago is no longer sufficient to cover a serious loss to the property. An inadequate amount of insurance will take care of minor losses. However, the major purpose of insurance is to protect you from the shock loss, the major loss from which you would have great difficulty in recovering if it were not for your insurance program.

One of the more outstanding cases of inadequate insurance recently involved a church insured on the regular

*EDITOR'S NOTE: "Actual cash value of the property at the time of loss," is usually interpreted to mean "cost of reproduction less an allowance for accrued depreciation." The American Appraisal Co. warns that accrued depreciation can be subject to various interpretations by accountants, tax collectors and insurance men. It is possible for property to have an accrued depreciation of 60% on the books, but only 30% for insurance. Periodic inspections to determine the property's physical condition in terms of usage, maintenance and obsolescence, will help determine the actual cash value.

actual cash value basis. After the loss, which had done \$315,000 damage to the building, the actual cash value, or depreciated value, of the building at the time of the loss was determined to be \$450,000. However, the total amount of insurance carried on this building was only \$246,000.

This is just one of countless cases where the church, the institution, the dwelling is inadequately insured because the amount of insurance that was carried five, ten, or twenty years ago is the same amount appearing on the face of the policy today. Fortunately for all concerned, most of these properties will not sustain losses, but how often have you heard the sad refrain, "I didn't think it could happen to me?" Building material and labor costs have more than tripled since 1940 and have increased about 40 per cent since 1950. Has your insurance program taken this into consideration?

Basis of Settlement

The Replacement Cost Endorsement also specifies that the replacement cost settlement of a loss shall always be the smallest of the following three amounts: (A) The amount of the policy applicable to the damaged or destroyed property; (B) The replacement cost of the property or any part thereof, identical with such property on the same premises and intended for the same occupancy and use; (C) The amount actually and necessarily expended in repairing or replacing said property or any part thereof on the same premises and intended for the same occupancy and use.

Thus it can be seen that the settlement can never exceed the face amount of the policy, which is, of course, as it should be. One should never be able to collect more than the face amount of the policy, otherwise it ceases to be an insurance policy and becomes a gambling contract.

Further, it is interesting to note that some states have qualified the requirement to reconstruct "on the same premises" by voiding this requirement for certain types of insureds such as non-profit educational institutions, non-profit hospitals, and churches. In those states it would be possible to replace this type of property at a different location.

It has on occasion been argued that the wording of limitation (B) can be construed to mean that in the event of a severe loss where the building must be almost completely rebuilt, the insured is obligated to construct a build-

ing identical to the damaged or destroyed one and intended for the same occupancy and use. However, this is not a valid argument as limitation (B) does not refer to an actual expenditure, but rather "the replacement cost of the (insured) property." Thus under limitation (B), if the insured should wish to construct a building of different architecture or style, he could do so, and while unlikely, he could even change the intended occupancy. But recovery under the policy would be limited to the amount that it would have cost to restore the old building for the old occupancy.

Apportionment Clause

When replacement cost coverage is incorporated in an insurance program, it is important to change all of the fire policies covering the property accordingly, for this reason. The Replacement Cost Endorsement has in it what is commonly referred to as an Apportionment Clause. The apportionment clause is worded as follows:

"This Company shall not be liable under this policy including this endorsement for a greater proportion of any loss than the amount of this policy applying to the property to which this endorsement applies bears to the total amount of insurance on such property against the peril involved, whether or not such other insurance includes the extension of coverage provided under this endorsement and whether such other insurance is collectible or not."

Simply this means that if there is more than one policy covering a piece of property, each policy will pay its proportionate share of any loss, based upon the percentage relationship that the face amount of the individual policy bears to the total amount of insurance covering the property. In this connection, please note carefully the wording in the clause—"whether or not such other insurance includes the extension of coverage provided under this endorsement." Because of this provision, all policies covering the property should be endorsed identically to provide the same coverage in the event of loss, as to do otherwise would be to settle for less than that which you thought you had purchased originally.

Another feature of the replacement cost endorsement bears mention. There is a restriction that the insured will not be able to collect his depreciated value (i.e., the difference between replacement cost and actual cash value) unless and until the damaged property is actually repaired or replaced "with due diligence" and "within a reasonable time"

WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH REAFFIRMS IMPORTANCE OF RELIGION IN AMERICAN LIFE

Every decade since 1908 when President Theodore Roosevelt invited 217 representative Americans to the White House to discuss the problems of neglected children, there has been a White House Conference on Children and Youth. The last week in March, more than 7000 delegates attended the golden anniversary conference in Washington, D. C. They included educators, judges, physicians, lawyers, social workers, housewives, and others interested in child welfare. More than 1000 teen-agers, 500 representatives from foreign countries, and 800 Catholics attended—not as an official delegation, but as representatives from state and local groups throughout the United States.

In former years, the White House Con-

ference has led to the establishment of the Children's Bureau and has given impetus to the passage of child labor laws and welfare measures in the various states. The 1960 conference set up the following goals: (1) to appraise the ideals and values of today's youths, (2) to assess the impact on them of economic, social, and cultural factors in our society, and (3) to explore how the young are adapting to the effects of science, technology, population pressures, and world events of the day.

It will probably be several months before the 1600 resolutions of 210 workshops are compiled and evaluated. In summarizing the conference, Secretary of Health, Welfare, and Education, Arthur S. Flemming congratulated the conferees for reflecting the "conscience of the nation," particularly in regard for their concern for civil rights. One significant event was the adoption of a statement on "The Place of Religion in American Life." This article was composed by Msgr. Raymond J. Gallagher, assistant director of the Cleveland Catholic Charities, and agreed to by Rabbi Marc H. Tannenbaum and Rev. Dr. William J. Villaume, as representatives of Jewish and Protestant faiths. All were members of the President's national committee on the conference.

Msgr. Gallagher Writes

Commenting on the article in a special letter to CATHOLIC SCHOOL JOURNAL, Msgr. Gallagher writes: "I believe this is a major step forward in the co-operative attitude among religious groups in offering their service to the nation. In general the place of religion in the 1960 White House Conference on Children and Youth was respectfully placed in every facet of the program. . . . The theme committee reflecting the concern of educators, social, service workers, and the medical profession, were articulate in expressing the concern of their groups for the place of religion in American life. I will not say that there was no indication of resistance to religion, but by comparison with previous national meetings, there was marked acceptance of the excellent role to be played in the lives of the nation's children by the faith which they possessed.

"Many religious and clergy . . . prepared to receive indifference, if not coldness from many people, were pleasantly surprised to receive such a friendly reception," continues Msgr. Gallagher. "The degree of participation they were afforded in discussion groups reflected an interest on the part of the rank and file delegate in the thoughts expressed by representatives of religion. It seemed to many of us that America recognized its own spiritual thirst and starvation and eagerly sought its fill from representatives of the three major faiths."

The Conference affirmed the importance of personal faith in God, the strengthening of moral and religious values, the necessity for continued re-examination of personal conduct, and that the home is the primary source for establishing and transmitting of

ethical principles. Other recommendations were:

- that children and youth be granted greater opportunities for specific religious education, including released time from public schools for programs supervised by local religious bodies;
- that an all-out effort be made to clarify and strengthen laws concerning marriage, divorce, separation, annulment, and desertion, and to move toward a uniformity of law among the states;
- that broadcasting and advertising industries and agencies of the Federal Government assume greater responsibility for elevating the moral and ethical value of their programs and advertising.

COSTS OF HIGHER EDUCATION IN TUITION AND SALARIES

A college student boarding away from home pays almost twice as much for an education in a private college compared to a state university. U. S. Commissioner of Education, Lawrence W. Derthick states that a recent study shows a slow, but perceptible increase in the costs for full-time students in both public and private institutions of higher education. Here is a breakdown of student expenses in 1959-60:

	Institutions of Higher Learning	
	Public	Private
Annual tuition and fees		\$615
Resident in state	\$168	
Nonresident	377	
Annual room rate		
Men	168	201
Women	174	220
Annual board rate (7 days per week)		
Men	374	401
Women	372	431

Since 1957, room rent for boarders in public institutions has gone up about 8½ per cent, up 4.4 per cent for men in private schools, and 13.4 per cent for women.

Average salaries for full-time faculty members in four-year undergraduate colleges rose 10.6 per cent during the past two years to an average of \$6,810 during 1959-60. In 1957-58, the average was \$6,160; and in 1958-59, it was \$6,490. For all higher education institutions, the rate of salary increase has averaged slightly less than 5 per cent in each of the past two years. However, during this period, increases have been greater in private institutions than in public ones, 13.5 per cent to 8.2 per cent.

In dollars, the average professor in a four-year public institution earned \$7,040 last year, compared to \$6,470 in 1957-58. The professor in the private school earned \$6,510 last year, 14.2 per cent more than the \$5,700 he earned in 1957.

AVERAGE FACULTY SALARIES

	4-year Institutions of Higher Education	
	Public	Private
Professor	\$9,350	\$8,850
Association professors	7,430	6,700
Assistant professors	6,330	5,720
Instructors	5,250	4,840
All ranks combined (4 year)	7,040	6,510
All ranks (2 year institutions)	6,550	4,640

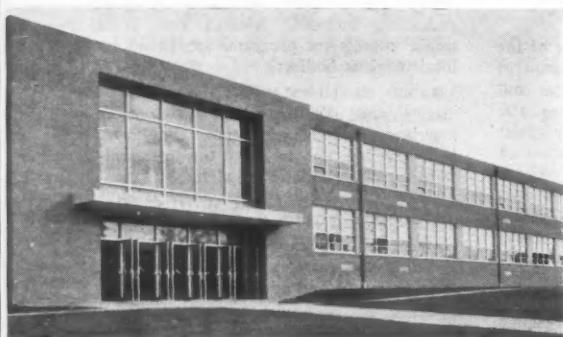
Replacement Cost Insurance

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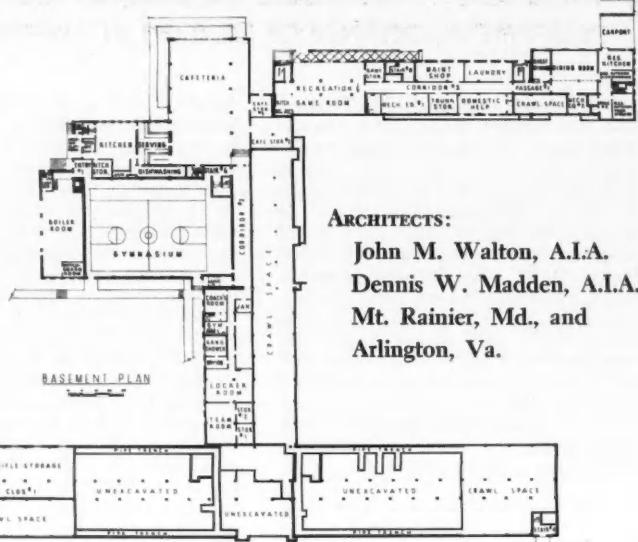
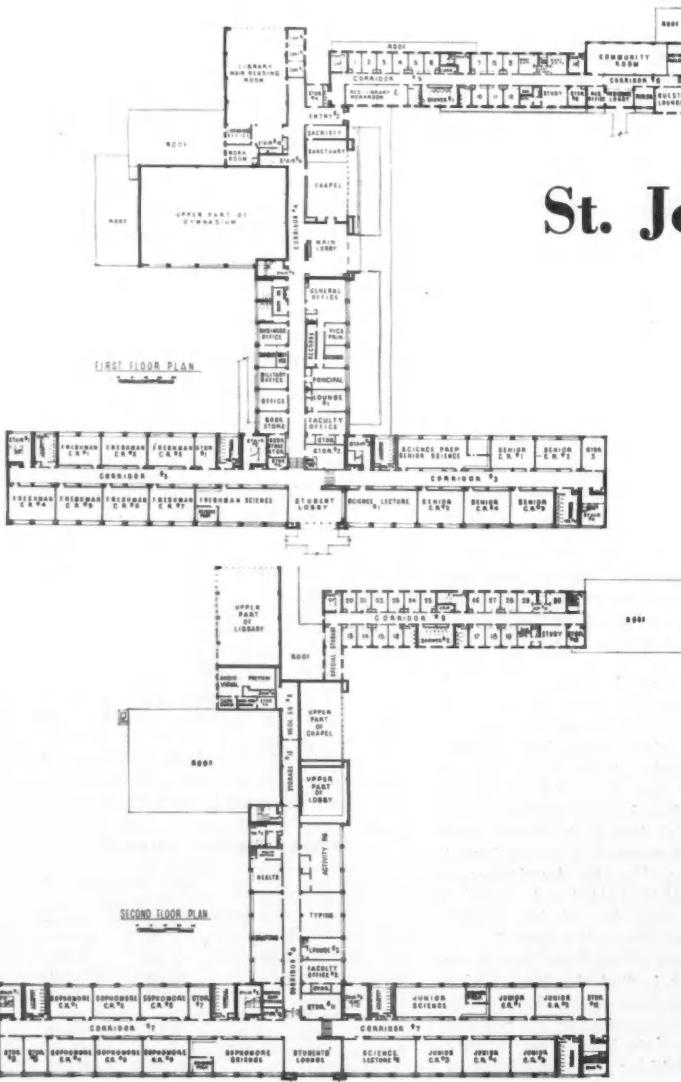
after the loss. The insured can, however, collect the actual cash value settlement before restoring the property. This assures the company that the replacement cost payment has actually been used for the repair or replacement cost payment has actually been used for the repair or replacement of the insured property and not for some unrelated purpose. And it also provides the insured with the means of acquiring funds, if needed, before the damage has been completely repaired or replaced.

If the insured decides to collect the actual cash value settlement initially, the Replacement Cost Endorsements of many states provide a time limit usually 120 days. Within this period, the insured must notify the company in writing of the intention to make a further claim under the replacement cost coverage of the policy.

Because of the variations in the replacement cost provisions and options of different states, it is difficult to go into more detail in a general discussion of this subject. However, if you are interested in investigating this type of coverage further in relation to your particular insurance program, discuss it in detail with your independent insurance agents. You will find that he is well qualified to advise you on this as well as other aspects of your insurance program. Above all, remember that whether your insurance program is geared to actual cash value or to replacement cost, you should at all times carry an adequate amount of insurance in accordance with current values. This is the only way to insure your peace of mind.

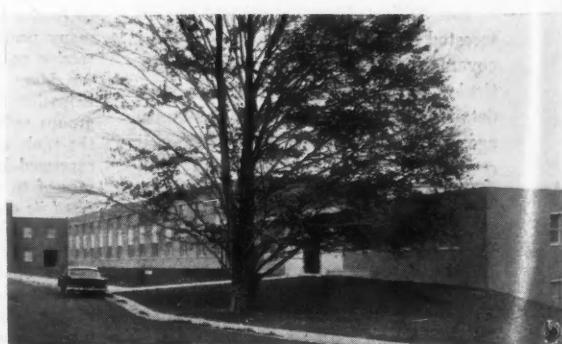


Main entrance.



St. John's High School

One of the nation's oldest
Catholic military schools
operated by the Christian Brothers
is now housed in a \$2 million
plant on a 24-acre campus
in Washington, D. C.



Brothers residence wing.



AT THE DEDICATION

Archbishop Egidio Vagnozzi, Apostolic Delegate, (center) solemnly blessed the new buildings. Here he poses with (l to r) Auxiliary Bishop Philip M. Hannan, an alumnus of the school; Brother E. James, Baltimore provincial-visitor; Brother D. Luke, president and founder of the new plant; and Archbishop Patrick A. O'Boyle of Washington, D. C. Behind them is a portrait of Brother Luke presented by the men's society.

All photographs and article

By BROTHER E. IGNATIUS, F.S.C.

● ON ALL SAINT'S DAY, 1959, the \$2 million St. John's College High School was solemnly blessed and dedicated by Archbishop Egidio Vagnozzi, Apostolic Delegate to the United States. The ultramodern plant for one of the nation's oldest military schools is a long-cherished dream for the Christian Brothers. Last September, the brothers moved from the antiquated buildings in downtown District of Columbia which they had occupied since 1880, to a 24-acre estate at Rock Creek Park, the former site of a Civil War encampment.

At present, the personnel at St. John's

includes 987 cadets, 28 Christian Brothers, seven lay teachers, three military instructors, and 20 men and women offering specialized services. The school functions as a college preparatory school offering such subjects as religion, English, public speaking, mathematics, science, history, art, library science, Latin, modern languages, business law, principles of democracy, accounting, typing, military science, and physical education. The cosmopolitan school has no bars as to race, color or creed, although its students are predominantly Catholic. Many diplomats stationed in Wash-

ton have enrolled their sons in the school.

Three buildings comprise the school plant designed by John M. Walton, A.I.A., and Dennis W. Madden, A.I.A., Associates of Mt. Rainier, Md. and Arlington, Va. The plant is shaped like a lower case "h" with drill and athletic fields, a 300-car parking lot, widespread lawns and driveways on the spacious site. Each building has a basement and two other stories above ground level. The largest wing contains two floors of classrooms and science laboratories with a large entrance lobby at midpoint and



A typical classroom (l.) and the chemistry laboratory (r.) feature walls of tackboard and floors of vinyl asbestos tile.



Chapel for students and Brothers has recessed, directional lighting.



Library reading room with its glareless, luminous ceiling seats 150.



Brother George, F.S.C., vice principal. PX switchboard in general office. Rifle storage room in basement.



a student lounge above it on the second level. The basement is largely unexcavated with a rifle storage room, pipe trench and crawl space. A straight corridor runs the entire length of the split level wing. Recessed steel wardrobes line the corridors. Lavatories are adjacent to the three stairways.

The right wing is the Brothers' residence. On the basement level, it has kitchen, dining rooms for Brothers and guests, laundry, maintenance shop, trunk storage, recreation rooms, and quarters for domestic help. The ground floor has 12 individual bedrooms, the director's suite, guest suites, offices, parlors, utility room, community room, the faculty library-workroom, and entrance foyer. On the second floor are 18 additional bedrooms, sub director's suite, showers and lavatories. Part of this building is only one story high.

The Administrative Wing

The center building, connecting instructional and residence wings, contains the large core facilities of the school. On the basement level, there is a cafeteria seating 400, with its kitchen, service, dishwashing, and storage areas. There is a 900 seat auditorium that doubles as a gymnasium and multipurpose hall pending the erection of a field house. Here are special rooms for coaches, shower facilities, team, storage and locker rooms. The boiler room with custodian's office, incinerator, and switchboard rooms are located here. Built on a slope, this end of the building is at ground level at the rear.

The first, or ground, level has the main entrance, lobby, administration offices, the chapel which serves both the school and the community, and the

bookstore. Above the cafeteria is a spacious library with storage space for 10,000 volumes and seating space for 150 students. Here is a librarian's office, and workroom, plus three small conference rooms separated by folding partitions, that can be opened to double or triple the size of the room. Two thirds of the main reading room is two stories high. Its ceiling is honeycomb aluminum with lighting hung above to eliminate glare and shadows. The library's second floor provides rooms for audio-visual previews, recordings, photographic processing and storage. Above the administrative suite on the first floor are rooms for health instruction, typing, drafting, and the faculty lounge.

The contemporary buildings are finished with red face brick trimmed with Alabama limestone. The frame is of reinforced concrete, column carried and slabs formed with two-way steel dome forms. Steel beams with fireproof plaster and masonry support the built-up roof. The buildings are insulated with rock wool and fireproofed to rigid school safety standards. An automatic electrical fire alarm system protects the entire plant.

Most of the interior walls are painted concrete masonry, but the lobbies, chapel and other wall spaces are plastered. Inside walls in the faculty residence are of plaster with furring strip moisture control. Structural glazed tile waincots are installed in corridors, toilet rooms, kitchen and stairwells. Floors are terrazzo in corridors, quarry tile in kitchen, ceramic tile in toilet rooms, and vinyl asphalt tile in classrooms. Acoustic tile ceilings has been used for corridor ceilings, with acoustic plaster in lobbies, auditorium, and chapel. Painted con-

crete domes cover classrooms and laboratories.

Windows are large, clear glass projection type with aluminum sash. Natural light is regulated by heavy-duty Tontine shades in classrooms and venetian blinds in the administration and faculty wings. A window wall in the chapel at present has 96 clear glass panes, which will later be replaced by stained glass. Although the chapel is air-conditioned, some of its windows are awning type which can be opened manually. Entrance doors at the main and school lobbies are full height, clear plate glass set in aluminum sash. Inside the main door is a built-in trophy case with sliding glass panels and adjustable glass shelves.

Basic Utilities

In general, fluorescent lighting is used throughout, except for decorative purposes where incandescent spotlights have been employed. Low temperature, mercury vapor floodlights have been placed at driveways and around the buildings to provide soft, glareless illumination at night.

The classroom wing is heated by steam unit ventilators, from an oil-fired marine steam generator. The faculty wing is completely air-conditioned with a split system using air and baseboard radiation. The chapel, auditorium, and library are also air-conditioned. Manual temperature controls have been installed in all the rooms.

Rapid communication throughout the entire plant is possible by a complete sound system that includes a talk-back public-address system with program bells and fire alarms. Intercom and outside telephones are controlled through

a PX board in the general office.

In equipping the school, the administrators considered modernity, practicality, visual attractiveness, and long-term maintenance costs when deciding on furnishings. In the auditorium, folding chairs are of gray steel and maroon leather (the school colors). Chairs can be easily stored when the area is needed for dances, games, or card parties. The large stage has a buff-gray Tontite slide curtain at the front and wings, which also serves as a handsome backdrop when only the frontal stage space is needed.

Chalkboards of natural black slate line the front and side walls of classrooms. These are topped with sliding clips and rails for poster displays and with full-length corkboard strips. The rear walls are cork tackboards. All the boards have aluminum frames.

Construction Costs

The 200,000 sq. ft. plant was built at a total cost of \$2,100,000 including the plumbing, electrical, heating, and air conditioning, and the landscaping (not yet completed). The cost of \$10.50 per sq. ft. is considered a record in the District of Columbia where construction costs usually average \$14 to \$15 per sq. ft. An additional \$180,000 was spent on furnishings. Not included in the contract cost is a \$500,000 field house. Its construction has been halted temporarily pending the outcome of zoning ruling. Nearby residents would prefer to have St. John's construct the field house on more distant campus location, now used for athletic and drill fields although the present site has already been equipped with \$30,000 worth of plumbing and electrical wiring.



The Brothers' wing contains a separate faculty library, a room for recreation and receptions (center), and the common room for studying.

The Composition Roof: ITS MAINTENANCE AND REPAIR

By JAMES NEIL MORRIS

Building Maintenance Consultant

- A GOOD BUILT-UP composition roof, if it is properly maintained, should last the life of the building itself without replacement.

The life span of roof coverings depends upon regular and planned resaturation of the membranes of the mat with proper materials while it is still sound and whole. The repair of cracks and breaks must be done promptly and properly by experienced mechanics. Failure to do this makes it impossible to save a neglected roof merely by the application of applied coatings, and then the installation of a completely new roof covering, starting from the deck, is necessary to assure a weather-tight building. Building management officials have ample evidence that neglected roof maintenance and repairs are the direct cause of damaged plaster ceilings, rusted metal sash, ruined paint jobs and other structural repairs of a costly and inconvenient nature.

A common cause of roof failure is the ruthless action of the sun which contributes toward the evaporation of volatile oils in tar and asphalt products. When these products become brittle, the surface coating loses its elastic qualities, and then checks and cracks to expose the felt surfaces underneath. In this condition, the body of the roof covering absorbs water and then weather action causes the plies to separate and the damage is done. The forces of expansion and contraction are constantly at work. The combination of all of these factors creates a costly repair project of major scope.

Inspections of a kind and frequency to prevent failures or to discover faults when they are repairable at reasonable cost must be carried out at each individual building. Two thorough inspections of this type each year—preferably in the spring and fall—are desirable and intermediate inspections may also be necessary where unusual

local conditions exist. Many building owners who are faced with a shortage of regularly employed professional personnel find it advisable to utilize the services of reliable roofing contractors in planning and accomplishing a good roof maintenance and repair program within the buildings under their supervision. Firms of this type can be used to make periodic inspections, list the work to be done and submit proposals for its performance. Many segments of private industry are using this method to hold annual roof repair costs within reasonable limits.

It is wise to carefully examine the underside of all roof decks and search for marks of leakage through the roof, particularly around vent piping and in all areas where flashings are subject to failure. Rust and dark spots will flag the need for a closer and more detailed inspection. The entire exterior of the building should be carefully inspected for evidence of settlement or the presence of efflorescence or other stains which might be clues to leaks in copings, parapet walls or flashings. Proper drainage of the entire roof area is essential. Make sure that all areas, including scupper openings and roof drains, are clear of dirt and debris to assure that all water drains off without obstruction.

Check Mortar Joints

Stone and pre-cast concrete parapet wall copings can be the root of serious roof troubles. All mortar joints should be carefully inspected on a joint-by-joint basis and be sure that all coping stones are set securely and solidly on their bed. Deteriorated and otherwise defective anchors should be replaced. The entire exposed surfaces should be tested for water absorption. Any of these defects can cause extensive damage to the building interior and to the structure itself if neglected. Moisture

gets into parapet walls through the coping, by the penetration of water into exposed masonry surfaces and through defective flashings. In some cases, walls of this type which project above the roof level have been faced on the back with soft common brick laid up in gypsum mortar. Highly absorptive, this type of wall soon becomes saturated with water and, where alternate freezing and thawing is a factor, the exposed surface pops off and the damage is done. The application of mastic coatings to a continuously damp surface of this type is never effective. One solution is the demolition of the exposed surface and the construction of a new wall, using hard nonabsorptive brick laid up portland cement mortar. Where architectural considerations will permit, another solution is to remove the entire parapet wall and its useless ornamentation. Many other stopgap measures have been followed with partial success. The permanent correction of leakage of this type is essential because of the nature and extent of damage that can be done to other portions of the building.

All flashings should be carefully examined and remedial action taken to correct even the possibility of leakage or other type of potential failure. The failure of flashings is perhaps the most common cause of roof leaks and requires the most careful attention. The development of elastic flashings (such as Dow Chemical Company's Saraloy 400) offers a promising solution to many flashing problems.

It is practically impossible to accurately determine the location of leaks or failures that occur in a built-up composition roof surface which is topped off with a fill of pea gravel, marble chips, or slag. A trend is rapidly developing to remove such fills from existing roof surfaces and then coat the entire area with so-called liquid aluminum foil or other types of sealers which

will protect the surface and the felts underneath. The entire area should be closely examined to detect the presence of blisters, protruding nail heads, saturated deck insulation, loose seams, cracks, evidences of creeping and the presence of alligatoring as the result of previously accomplished repairs which may have been done improperly.

In cases where coal is used as the heating fuel, the chimney cap and exposed masonry near the upper portion of the stack should be periodically examined to detect deterioration caused

by sulphuric acid. If damage is beginning to become apparent, the entire area subject to possible acid damage should be thoroughly cleaned and then treated with two saturating coats of a properly selected transparent waterproofing material. Several of these products will protect the masonry from acid attack and also prevent soot and dirt accumulations from adhering to the exposed surface. The same type of treatment is also effective on both stone and pre-cast concrete parapet wall copings to prevent the penetration of water—

all without staining or otherwise changing the outward surface appearance.

While it is necessary in all cases to conserve funds in a successful buildings management operation, a planned program for the proper maintenance and repair of roof surfaces is a wise investment and should be assigned the highest possible type of priority. Delay of good maintenance or the immediate repair of failures in their incipient stage only increases the development of repair and/or replacement work and adds to the owner's cost.

problem clinic

SEND IN YOUR PROBLEMS AND QUESTIONS about the management, operation, building, and maintenance of your schools and institutions to the Management Editor, CATHOLIC SCHOOL JOURNAL, 400 N. Broadway, Milwaukee 1, Wis. All letters will be answered personally. Problems of the most general interest will be reproduced on this page.

Q. Is there any compound or preparation to conceal surface cracks in white ceramic bathroom tile? I would like to conceal these unsightly markings. — Kentucky Pastor

A. As far as we know there is no product on the market that will conceal surface cracks in white ceramic tile. The only answer is to remove the individual tile and replace it. This is neither difficult nor expensive. Undoubtedly your local paint and hardware dealer will be able to supply both materials and directions.

Q. I wish to refinish our church pews. They are of chestnut wood and in good condition, hence worthy of the effort and expense of salvage. Could you send me full instructions for removing the old varnish? Also what coating is best to bring out the natural beauty of wood without staining it? — Connecticut Pastor

A. There are only two ways to remove old varnish: by sanding or using varnish remover. For the long smooth surfaces, use a small electric hand sander with a bag attached to catch the dust. For carved parts, use the varnish remover. Your local paint and hardware store will recommend a good product and may also rent you the sanding machine. Do not use the sanded pews until they have a protective coating.

The only coating that will stand up under the hard wear given church pews is spar varnish. The pews will need two, and possibly three coats. The first coat can be a mixture of 75% varnish and 25% solvent, which will soak into the wood better than full strength varnish. Be sure you do not use shellac or lacquer as a base

coat as it will not blend with the varnish. Since the varnish dries over night, it should be possible to apply three coats within a week's time, roping off those pews which are being refinished.

Q. Our new one-story grade school has concrete ramps, eight feet wide, for passage between classes. The ramps are outside the enclosed building, although sheltered by a roof. The ramps are finished almost as smooth as glass. When dry, they are quite slippery; when wet, they are precarious. Is there any solution I could use to wash or soak them to remove some of the danger of their smoothness? — California Pastor

A. The Portland Cement Association suggests you contact the original contractor who laid the ramps. Actually, he did too good a job for you since the cement was towled too smooth. This situation is not uncommon and it can be remedied in two ways:

First, the surface could be ground with a coarse abrasive. Second, the surface could be etched with muriatic acid. Your contractor can decide which method is preferable in your case. The Association favors the acid method as a more permanent remedy; it is a messy treatment, however, and must be carefully rinsed off with water.

Q. Is there an easy way to distribute parish bulletins, prayer leaflets, budget envelopes, financial reports, etc., to parishioners? — Rural Pastor

A. When St. Mary's church was completed in 1958, at Strawberry Point, Iowa,



— The Witness

200 numbered mailboxes were installed in the vestibule. The box number corresponded to the contributor's envelope number. The parish bulletin, quarterly financial statements, collection envelopes, prayer leaflets, tickets for parish projects, special notices to parishioners, and even the report cards for the children's catechism classes are distributed through the boxes. One corner of the panel has a built-in pamphlet rack.

Rev. Robert L. Palen, pastor, writes: "The box system has proved an invaluable means of contact between pastor and parishioners, has saved considerable money in postage, and has prevented the church from being littered with envelopes and circulars." Father Palen's parish is in a rural area and has approximately 110 families.

Q. Is there any way we can do away with messy trash disposal cans in the school cafeteria? — High School Principal

A. Time and labor expended in disposing of refuse from the cafeteria and vending machines can be cut drastically by installing a waste chute that leads from the cafeteria to a basement area, particularly if it can lead into the boiler or incinerator rooms. A cart, eight by three feet, at the bottom of the chute can be easily rolled to the incinerator for disposal. By having the students use the chute for their disposables, it eliminates the emptying of several refuse cans.

Summer Shutdown of the Kitchen

● MAKE EVERY EFFORT to use up all the foods on hand before the end of the school year. Schools are particularly urged to use all flour, cornmeal, rice, frozen ground pork, frozen turkey, and dried egg solids. Put inventories to work by planning menus around the foods on hand. Some suggested menus appear on the next page.

If, despite careful planning, some foods are left on hands at the end of the school year, make arrangements to store them properly during the summer months. Remember many foods lose nutritive values during storage and all foods may spoil if not stored properly. A brief guide of recommended storage temperatures appears below.

Proper food storage is one of the most important phases of good school lunch management. Before placing commodities into storage for the summer, check them carefully to see if they are in good condition and suitable for storage for a three month period. Dispose of any canned food that is bulged or leaking. Dispose of any food that is moldy or otherwise spoiled. Open samples of food packaged in paper cartons and boxes to be sure it is in good condition. Repackage broken lots of food in metal containers with tight-fitting lids.

Store food so that air can circulate around it. Leave a one- or two-inch space between walls and the food. Store food on shelves, dollies, or skids; do

not put it directly on the floor. Label and date all food that is placed in storage, and plan to *use it first* in the fall. *Make a record of all food in storage to be used when planning the food supplies needed in the fall.* The U. S. Department of Agriculture suggests the inventory forms shown below.

Conditioning the Kitchen

Here are some suggestions for conditioning the kitchen, lunchroom, and equipment for the summer months:

1. Remove grease and food particles from surfaces, cracks, and openings on all equipment. If necessary, scrub lightly with metal scouring pads and allow to dry thoroughly.

2. Oil all power and motor-driven equipment according to manufacturer's instructions.

3. Wash refrigerator thoroughly inside and out. Wash outside and rubber gasket on the door with soapy water. Wash inside with warm water and baking soda (1 tbsp. baking soda to each quart of water). Air thoroughly. Wash, scald, dry, and replace racks.

4. Clean all small cooking equipment, containers, silver, china, glassware, cup-

DRY STORAGE (50° to 70° F.)	REFRIGERATED STORAGE (32° to 38° F.)	FREEZER STORAGE (10° F. or below)
Canned Fruits Apple slices, applesauce, blackberries, peaches, grapefruit sections	Dairy Products Cheese Nonfat dry milk solids	Dairy Products Butter
Canned Vegetables Corn, green beans, peas, tomatoes, tomato paste	Other Dried egg solids Lard, Shortening Canned meats	Other Frozen eggs Frozen meats (Frozen ground pork and frozen turkey should be completely utilized before the close of the school term.)
Other Peanut butter, cornmeal, flour, rice		

INVENTORY FORMS FOR FOOD SUPPLIES

Food Item: Tomatoes, canned		Unit Size: No. 10 cans (6 per case)		
Date	Record of Action	Quantity of Food (Cases, cans, pounds, etc.)		
		cans	cans	cans
Sept. 1	On hand			12
4	To kitchen		9	3
8	Purchased (Inv. No. 9466)	18		21
9	To kitchen		6	15
16	U.S.D.A.-donated	108		123

The U.S.D.A. recommends a perpetual inventory card for all foods in stock. Keep separate cards for each food item and different sizes of containers. Set aside a regular time each day to post entries. Attach colored markers to cards to indicate if stock is low or if it should be used at once.

PHYSICAL INVENTORY									
Name of School or Institution: Wakefield Institution		Year: 1958 ✓							
Food Item	Brand	January 31			February 28			March 31	
		Open- Qty	Size Pkg.	Unit Cost	Total Cost	Open- Qty	Size Pkg.	Unit Cost	Total Cost
Applesauce									
Apple slices									
Apples									
etc.									

J/ Schools should use the school year rather than the calendar year.

Smaller institutions might prefer a monthly physical inventory sheet. Inventory food in the kitchen as well as in storage. For easy counting, list foods alphabetically in groups and arrange storeroom in same manner. To calculate inventory value, use of original purchase cost, rather than the current market price.

boards, drawers, and shelves. Dry carefully.

5. Discard cracked china, glassware, and useless equipment. Sell cardboard cartons, paper bags, etc., to waste paper collectors if possible.

6. Launder curtains, linens, and dish towels and store in a dry, clean place.

7. Cover metal equipment with a thin coating of salt-free oil to prevent rusting.

8. Spray dining room, kitchen, cupboards, and drawers with insecticides. Your local health officers can recommend sprays to use.

9. Make careful inventory of equipment, and supplies in duplicate: one copy for the pastor or principal, one for manager's file.

Food Storage Guide

Every food service manager should order a copy of the new U. S. Department of Agriculture booklet, "Food Storage Guide for Schools and Institutions." Newly issued, the 42-pp. booklet is chock-full of practical advice on the efficient arrangement of various areas, the receiving area, dry and refrigerated food storage areas, and management and housekeeping practices. This excellent reference may be ordered for only 25 cents from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Celery Peps Up Flavors

A little celery—one of the plentiful foods on the market right now—will go a long way in peping up the flavor of foods, adding eye appeal and contrast in texture. A celery dressing, recommended by the Wisconsin School Lunch Program, combines chopped celery, fresh green onions, and mayonnaise. It can be used with salads or in a sandwich with cold cuts.

Add chopped celery to white sauce and serve over meat or fish loaf, or hard-cooked eggs. To bring up the protein requirement in school lunches, try stuffing celery sticks with peanut butter or soft cheese.

Stew broilers or fryers (another plentiful item) in the Italian style, using canned tomatoes, celery, onion, and seasonings. A touch of oregano adds distinctive flavor to the chicken.

Instant Iced Tea

A summer beverage is iced tea, of course. Instant Nestea is immediately soluble in a glass of cold tap water and can be prepared to any strength desired, according to Nestlé food scientists. The product comes in a large economy size that will be suitable for institutional users. Cost per glass is about 2 cents, and the manufacturer is quick to point out that it eliminates the old-time disadvantages of boiling water, steeping time, and diluted tea from melted ice cubes.

SUGGESTED MENUS FOR END OF THE YEAR

Good source of vitamin A (A)
Fair source of vitamin A (a)

Good source of vitamin C (C)
Fair source of vitamin C (c)

Plentiful foods are italicized.

*Designates use of U.S.D.A. donated commodities in item.
Recipes are from U.S.D.A. Recipe Card File PA-271.

Tomato juice (c)		Ground beef and spaghetti (c)	D-31
Scrambled eggs and pork (use ground pork instead of ham)	D-44	Cabbage-carrot slaw (C & A) with <i>celery</i> dressing	
Buttered green peas* (a)	C-33	Fruit whip with custard sauce (eggs)	H-3
Applesauce cake*	C-30	Enriched bread and butter*	
Lemon cream frosting		Milk	
Wholewheat bread and butter*			
Milk			
Broiler-Fryer, Italian style (C)	B-4	Lima bean casserole* (C)	D-63
Buttered hot cornbread*		Waldorf salad (<i>celery</i>)	E-20
<i>Celery</i> stuffed with peanut butter*		Crushed pineapple (c)	
Pineapple rice cream* (c)	C-21	Oatmeal cookies*	C-18
Milk		Wholewheat bread and butter*	
Meat <i>potatoburger</i> (use ground pork)	D-54	Milk	
Tossed green salad (spinach A & C)	E-18	Cream of <i>potato</i> soup* (C) with pimiento garnish	
Buttered bun*	B-17	Weiner on buttered* bun	
Plain cake* with cherry sauce (a)	C-24	Baked sauerkraut (c)	J-21
Milk		Peach-cheese crisp* (a)	C-2
Luncheon meat glazed with orange and pineapple (C)		Milk	
Carrot and raisin salad (A)		Fricassee of chicken*	H-8
<i>Potato</i> pancake		Buttered* baked <i>potato</i>	
Rosy applesauce* (add food coloring)		Stewed tomatoes — green beans* (C)	J-16
Wholewheat bread and butter*		Lemon refrigerator dessert (eggs)	
Milk		Enriched bread and butter*	C-35
Tuna or salmon loaf*	D-50	Milk	
<i>Celery</i> sauce (see recipe at left)		French toast with peanut butter filling* (enriched bread)	
Buttered corn*		Jellied pear-cottage cheese salad	
Fresh red apple-grapefruit cup (C)		Orange and grapefruit sections (C)	
Enriched bread and butter*		Butter*	
Milk		Milk	

Vending Machine Sales

Did you know that vending machines had a record sale of \$2.3 billion in 1959? Cigarettes (\$1 billion) and soft drinks are the top dollar sellers in vending, according to *Vend* magazine. On the food side, sales of milk and ice cream through vending machines amounted to more than \$80 million, while sales of hot canned foods (mostly soups and stews) amounted to \$16 million.

QUANTITY RECIPES AND MENUS

The 1960-61 booklet of "Recipes and Menus for Schools and Camps" is now available from John Sexton & Co., national wholesale grocers with headquarters in Chicago. The 36-pp. booklet contains favorite recipes from school lunch managers throughout the country and culinary data on quantities per servings that serves as a buying guide. Send for a free copy.

(For Recipes Circle Index Card No. QR4)

New processing techniques have enabled Kraft Foods, Chicago 11, to extend the dis-

tribution and storage life of Kraft chilled fruit and fruit salad. These products can now be stored at temperatures of 40-45° F. for the equivalent of 8 weeks in unopened jars. The chilled fruit includes orange and grapefruit segments and pine-apple chunks. The fruit salad is a combination of the three fruits, plus halves of non-bleeding maraschino cherries.

When combined with shredded coconut and miniature marshmallows, the fruit salad is a colorful, delicious Ambrosia, just right for dessert on a warm day. Send for a free, colorful file card which details several other uses for Kraft fresh fruit.

(For Recipes Circle Index Card No. QR5)

Twenty-four recipe cards containing 70 recipe ideas for soups, sauces, main dishes, casseroles, salads, sandwiches, and vegetables are available from Campbell Soup Co., Institutional Sales Dept., Camden 1, N. J. The recipes featuring Campbell Soups and Swanson Chunks O'Chicken and Turkey, in most cases are for 25 generous serving portions. A single set will be sent free on request.

(For Recipes Circle Index Card No. QR6)

The World Book Encyclopedia

20 vols. 1960 edition. Published by Field Enterprises Educational Corporation, Chicago, Ill.

The formal measurement of any encyclopedia can be categorized under five basic headings: authority, bibliographies, arrangement, format and physical make-up, and method of keeping the work up-to-date. In addition to these main spheres of inquiry, numerous subdivisions lengthen and deepen the process of evaluation. At first glance, this outline of procedure might predict the assessment of reference value to be laborious, stereotyped, and somewhat dull—a task to be accomplished, and lived through—but quickly. However, for the reviewer of *The World Book Encyclopedia*, there are pleasant surprises ahead. Even a mere perusal of the set brings memorable discoveries. The evaluation of *The World Book* consequently becomes detailed, painstakingly so, unhurried—by choice. This latest revision published by Field Enterprises Educational Corporation adds new merit to an already established reputation in the field of reference tools especially geared to young people (intermediate grades through senior high school). Adults, including librarians, teachers, and parents, will find themselves reading, with profit, over the shoulders of young students—at home, at school, and in the library.

As to "authority," J. Morris Jones, editor-in-chief since 1954, is well qualified by his twenty year association with *The World Book*. David C. Whitney, managing editor, and Dr. William H. Nault, director of research, are assisted by a large staff of experienced editors, artists, and research specialists. *The World Book* Editorial Advisory Board composed of distinguished educators help guide this extensive staff on matters of editorial policy. More than 2500 authorities in all fields of knowledge contribute, authenticate, review, or act as consultants for material of this encyclopedia, and their names (not merely initials) appear at the end of all major and minor articles for which they are responsible. The 57-page roster of contributors (listed in volume A) include: Bruce Catton (*Civil War, Reconstruction*), Associate Justice William O. Douglas (*Court, Supreme Court of the United States, United States Constitution*), J. Edgar Hoover (*Federal Bureau of Investigation*), Jean Picard (*Air*), Lowell Thomas (*Seven Wonders of the World*), Glenn Seaborg (*Atom*), Werner Von Braun (*Space Travel*), Oscar Hammerstein (*Popular Music*), Ruth Sawyer (*Children's Literature Articles*), William Gray (*Reading*), General Omar N. Bradley, Fleet Admiral Chester W. Nimitz, and General Carl Spaatz (*World War II*), Paul A. Siple (*Antarctica*). This select caliber is continued throughout the long list.

For the Catholic, the following contributors lend authority in areas of special interest: Bishop Fulton J. Sheen (*Bible* and *Roman Catholic Articles*), James A. Corbett (*Roman Catholic Biographies*), and James F. Anderson (*God*), both of the University of Notre Dame, James Collins (*Philosophy Articles*), and C. S. Mihanovich (*Euthanasia, Socialized Medicine*), both of St. Louis University; Louis de Wohl (*Joan of Arc*), Francis J. Filas, S.J. (*Roman Catholic Articles*), and Gustave Weigel, S.J. (*Pope Biographies*), and Alexander A. Schneiders of Fordham (*Teen Age and Psychology Articles*). These names are but a representative sampling from the longer list.

New Books

Serious attempt is made to present controversial subjects factually and objectively. This is achieved with an amazing degree of success. For some articles, two or three contributors combine their efforts for a balanced-view presentation.

In our fast, ever changing world, it would be physically impossible to revise every article with each printing of *The World Book*; it must therefore be a gradual, but constant process. To systematically bring material up to date, a policy of "continuous revision" is followed. According to the publisher, 260 major articles are new or completely revised in the 1960 set. This includes those on each of the 50 states, and the ten provinces of Canada which have been strikingly vitalized by photographs in full color, and eye-catching diagrams, maps, and tables, to emphasize the scenic, historic, and recreational features of each.

Scanning the list of materials listed as "new or completely revised," one finds the following general groupings: The basic operations of mathematics (*addition, division, multiplication, subtraction*), the branches of the armed forces, community helpers (*Red Cross, Future Farmers of America, Four-H Clubs, Scouts, Fire Fighting, Police, etc.*), sections on *aerodynamics, airplane, airport*; the feasts of *Christmas, Easter, and Valentine's Day*; *The United States of America, Government of the United States*, its history, constitution—and many more. All major sports have received new attention. The article on *Jesus Christ*, splendidly illustrated with color and a map ("The Land Jesus Lived In"), bears the signatures of Bishop Fulton J. Sheen and Sherman E. Johnson, Dean of Church Divinity School of the Pacific. Articles on the Americas, *Spain, Russia, Ireland, Scotland, Saudi Arabia* have the quality of up-to-dateness. The *Rocket and Guided Missile* keep pace with the recent developments of the air age. Details, up-to-the-minute, are surprisingly included in this encyclopedia: The article on the Pope mentions the forthcoming ecumenical council; The Regina Medal (first awarded in 1959) is subject of an entry. Outstanding articles in *The World Book* are those on: the *family, flower* (140 kinds shown in full color), *painting* (includes 108 world masterpieces in color), *clothing* (costume from ancient times to 1960), *atomic energy*, and *map*. According to the publisher, this revision contains 5000 new or completely revised biographies with human interest information about individuals in almost every walk of life.

The articles, in general, show balance in treatment; greater space and detail being given to important subjects. Expert planning and co-ordination are apparent throughout the set. In addition, every printing plate was remade and more than 1000 pages were added to the 1960 *World Book*.

A random selection of eight 1959 death dates found in *Current Biography Yearbook-1959* was checked with the 1960 *World Book*. All but one were included. This is a good score. Population figures are more difficult to verify (e.g. ranking of

largest cities in the world), but sources are given as: "1950 and special U. S. Censuses; 1956 Canadian Census; and latest official estimates and censuses."

Bibliographies are appended to major articles and indicate that the 14 consultants (all well-known librarians in school and public library fields) have, in most cases, included titles of recent date. The lists, divided into titles for "younger" and "older" readers are well-chosen and contain adequate bibliographical information, given in good form.

The arrangement of material is easy to use. Articles are in a single alphabet, arranged word by word. The encyclopedia is self-indexing by means of cross-references which have been checked and brought up to date. Lists of "Related Articles" follow major articles and serve as guideposts to further information in the set. The material is often followed by an outline and questions which help in the organization of ideas while reading and in preparing notes. Subtopics in the text are easily read and helpful guide words are at the top of each page. Although of minor importance, these details make for ease and speed in the location of specific information.

According to the preface: "Once information has been located, the skill of contributor and editor in communicating with the reader assumes major importance. It is their duty to express thoughts, ideas, and information on the level of understanding of the user. This demands attention to vocabulary, to length of sentences, and to clarity of concepts. In the case of long articles, the simple and more easily understood information is given at the beginning. That information which is more difficult, complex, and specialized is presented later. Helping the editors in this task are trained specialists in the field of curriculum and readability." This ideal, as cited, is demonstrated by a careful examination of *The World Book*. Pronunciation is indicated phonetically for the unusual or less familiar entries.

The format of the set is excellent. Both binding and paper are of good quality and will withstand the frequent use which the encyclopedia as a whole invites. The volumes are numbered and lettered, with unit-letter arrangement. Pagination is by volume. The typography is clear, of good size, and well spaced. The how and why of processes, difficult to understand, are clearly explained through descriptive diagrams. Visual aids give "information at a glance" and include: photographs, historical prints, charts, diagrams, idea drawings, graphs and maps, reproduced in black and white or in color. Illustrations of superb quality amplify and explain points in articles which they accompany. Color is used widely and wisely for functional, aesthetic, and educational goals.

A new program of more than 1775 maps, specially produced for *The World Book* by Rand McNally Company are clear and legible. A wide variety of maps (terrain, political, comparison, location, speciality and historical) visualize and dramatize the text.

Special features include new transvision illustrations (use of acetate overlays) which heighten interest and comprehension in articles on the *human body* and the *frog*. Much "ready reference" material is found in "Fact Tables" and "Facts in Brief" which accompany many of the articles in the set.

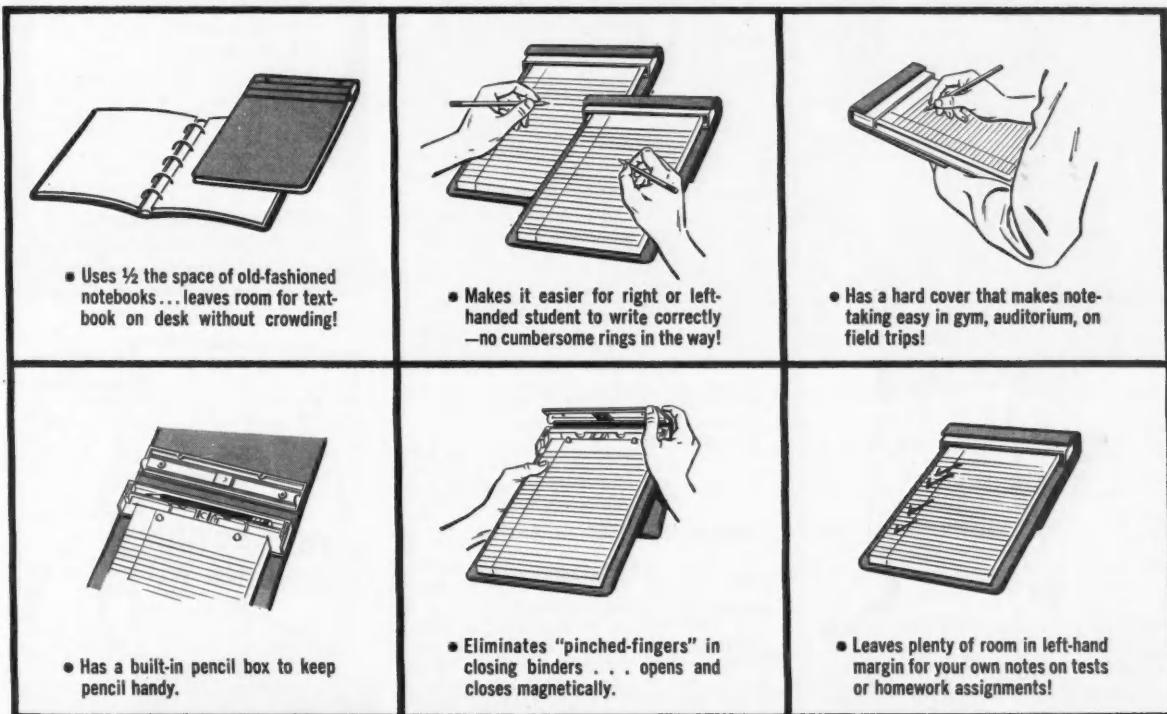
The *Reading and Study Guide* (Volume 20), has also been revised for greater

(Continued on page 66)

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NEW BOOKS

(Continued from page 64)

utility and is planned as a helpful study aid for all who use *The World Book*. It classifies information in the encyclopedia into 44 major areas of knowledge. The references, presented in outline form, give a broad understanding of the subject as well as placing specific facts of information within easy reach, by exact citation of volume and page.

As explained in the preface: "To keep *The World Book* owner abreast of world events, an Annual Supplement is published early each year. The outstanding events of the preceding year are reviewed in articles that conform to the same alphabetical arrangement and style of the main set."

From the foregoing review, it may be concluded that *The World Book Encyclopedia* readily satisfies the requirements of a good reference set and would greatly benefit its intended audience (intermediate grades through senior high school) in a variety of settings (home, school, and library) for wide use (systematic study or leisurely browsing) by the normal, the gifted, and the slow learner. It may well establish confidence in the value of books and develop study skills for both the reluctant and the eager student. It answers reference needs and stimulates interest. Through documented knowledge, and expert use of word and picture, *The World Book* fosters the precious sense of wonder that is the heritage of all children, and promotes reverence and respect for God's marvel-filled universe and its inhabitants. The announcement that *The World Book* will be published in Braille and thus become the first general reference work made available to the blind is testimony of the high regard in which it is held. Now, through its pages, the blind as well as the sighted, will have a carefully worked out presentation of up-to-date world-wide information at their finger tips.

—Sister M. Stephanie, O.S.F.
Librarian, Cardinal Stritch College,
Milwaukee, Wis.

Spiritual Highlights for Sisters

By Rev. Bruno M. Hagpiel, S.V.D.
Cloth, 238 pp., \$3.95. The Bruce Publishing Co., Milwaukee 1, Wis., 1960.

A half century of sacerdotal holiness, experience, and wisdom in directing religious in their striving after perfection, is mirrored in the latest book of Rev. Bruno Hagpiel, S.V.D., *Spiritual Highlights for Sisters*.

The volume is an eloquent summary of the teaching and exhortations addressed to sisterhoods by the reverend author throughout his priestly career of fifty years. The many thousands of nuns in the United States and Canada owe a debt of gratitude to Father Bruno for his solicitation and interest in their spiritual life.

The foundation and the crown of all virtues—humility and charity, these two touchstones of holiness in our convents, are treated at the opening of the book with such clarity as to unmask the hideous subterfuge of pride and self-conceit, and to make us understand and appreciate the queenly virtue of charity and abhor any offense against the commandment of divine love.

(Continued on page 67)

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NEW BOOKS

(Continued from page 66)

Father Bruno continues with emphasis on self-denial and total abnegation without which religious cannot hope to arrive at great sanctity. The prudent and experienced author sounds the warning that subjection to obedience for the love of God, and the surrender of self-love and personal desires and ambitions is of greater value than most austere bodily penances.

Hatred of every voluntary venial sin is pointed out as being most neglected among religious. Referring to the words of St. Augustine on venial sin, the author agrees with this great saint of the Church that "venial sin is the leprosy of the soul which prevents the Divine Bridegroom from embracing the soul with His divine purity."

Unstable and capricious religious will find much wise counsel in Father Bruno's chapter entitled, "An Ascetical Trilogy." Here the author presents in Ignatian fashion a soul-stirring meditation on each of the concepts of the trilogy: The Kingdom of Christ; The Two Standards; the Three Classes of Men. The modal meditations give much food for reflection. They will help irresolute religious to regulate their religious life along sound principles, rather than according to whims, caprice, or fancy.

The author waxes eloquent when treating of sacramental asceticism, i.e., the proper use of the sacraments of penance and Holy Communion.

The priestly soul of Father Bruno reveals itself in his instruction on prayer and meditation. Every religious, the author feels, may attain already in this life union with God in prayer. Humble and constant prayer is a wellspring, watering and nourishing the life of grace, the apostolic labors of devout religious. Indeed, prayer and meditation, according to Father Bruno, are the soul of the apostolate, without which all efforts in the vineyard of the Lord will remain fruitless.

Joining the holy virgin, St. Agnes, and the mystic seer of Patmos, St. John, in their praise of virginity, the author extols the ideal of virginity in the cloister and in the world. The most perfect realization of the virginal ideal, according to Father Bruno, is found in the religious state. The virgin souls in the cloister may chant with holy joy the words of the sacred liturgy: "The Kingdom of this world and all its beauty I esteem as nothing because of the excellency of the love of Jesus Christ, my Lord, whom I have seen, whom I love, whom I believe, whom I desire."

The last two chapters in *Spiritual Highlights for Sisters* treat of the blessings of the Catholic priesthood and the Holy Eucharist, the Sacrament, reborn on our altars by the power bestowed upon the priest in Christ's injunction: "Do this in commemoration of Me."

Spiritual Highlights for Sisters is a fine source of spiritual reading for communities and individuals. Supported by Scriptural passages and quotations from writings of the saints, the *Spiritual Highlights for Sisters* helps the nun to understand, to appreciate, and to realize the aim of her life—religious perfection.

The merit of *Spiritual Highlights for Sisters* could be enhanced by the condensation and the arrangement of the numer-

(Concluded on page 68)



Photo courtesy of Mel Warshaw, Inc., Miami (creators of Jay Originals and Trend-Setter fashions)

FASHION NOTE FOR 1960 — Advanced styling is an art, demanding the very epitome of creative genius, it's an incentive to feminine shoppers. And in like manner it influences industrial buyers... even in the selection of drinking-water equipment, such as these two trend-setting models by Halsey Taylor. In fact, if it's Taylor-made, it's the most modern in its field.

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ASK FOR LATEST CATALOG, OR SEE SWEET'S OR THE YELLOW PAGES

10

NEW BOOKS

(Concluded from page 67)

ous highlights into a small volume entitled "A Thought for the Day for Our Nuns."

—Sister M. Fridian, O.S.F., Ph.D.
St. Francis College, Fort Wayne, Ind.

Teaching Primary Reading (3rd Ed.)

By Edward W. Dolch, Ph.D. Cloth, 429 pp. The Garrard Press, Champaign, Ill.

This is a real "methods" book for the teacher of primary reading as it describes in detail various means of preparing the child for reading, actual teaching of reading, ways to prevent poor learning habits, and ideas for remedial teaching that may

have to be done. It discusses thoroughly the many situations that cause both success and failure in reading, so that the teacher may be aware of what to expect and in many cases can prevent a potential poor reader simply by understanding that particular child's need.

Dr. Dolch explains how the pre-school years at home will influence the child's adjustment to school, both socially and mentally. Step by step, the author describes the transition from home to school, the reading-readiness program, and the actual methods of teaching, their merits and drawbacks.

Throughout the book, the author stresses the importance of treating the child as an individual and he even tells various ways of achieving this in the crowded class-

rooms of today. Also he notes the effect of the teacher's own personality on the students.

The suggested word games, tips for helping the slow reader, ideas for spare-time activities, suggestions for maintaining a relaxed and orderly classroom atmosphere, etc., that are discussed in this book make it an excellent source of information for the primary teacher, whether she be a beginner, a veteran, or one who is returning to the classroom after years of absence.—Barbara Hartnett.

American Historical Documents

Ed. by Harold C. Syrett. Paper, 427 pp., \$2.25. Barnes & Noble, New York 3, N. Y.

This volume contains, at a relatively low price, lengthy quotations from almost every document significant to American history. The book also has "excerpts or brief summaries of a large number of documents that do not usually appear in a single volume documentary account of American history."

The book begins with the *First Charter of Virginia* (1606) and goes through the 1957 disarmament proposal. Besides the usual important documents, one also finds such interesting works as *The Charter of Maryland*, *Report and Resolution of the Hartford Convention*, Thoreau's *Civil Disobedience*, T.R. on conservation, Wilson's and F.D.R.'s war messages, and Charles Lindbergh's *Speech for the America-First Committee*.

This is a valuable book for the general reader and for students of history at all levels.—Bruno B. Wolff, Jr.

Review of the Secondary School Physics Program of the Physical Science Study Committee

Ed. and published by Educational Services, Inc., Physical Science Study Committee, 164 Maine St., Watertown 72, Mass. Paper, 51 pp., illustrated.

A concise summary of the history and progress of the Committee and its accomplishments from its organization in 1956 to the spring of 1960.

The Committee was organized in 1956 at the Massachusetts Institute of Technology to create a modern course in physics for secondary schools and to prepare materials for such a course. A syllabus was prepared in 1957. A set of learning aids (including a textbook) has been developed, and used experimentally and many institutes have been held at colleges and universities.

"PSSC course materials will be available for general use through commercial suppliers in the summer of 1960. Educational Services, Inc., contracted with D. C. Heath & Co. in July, 1959, to publish and distribute the textbook, the laboratory guides, and the teachers' guides. Publication is scheduled for August, 1960. A similar contract for laboratory apparatus was completed in December, 1959, with Macalaster Bicknell Co. Production is scheduled for the summer of 1960. Arrangements for printing and distributing PSSC films are now being made with Modern Talking Pictures, Inc. PSSC achievement tests are available from the Educational Testing Service of Princeton, N. J. Doubleday and Co., and Wesleyan University Press are marketing the first of the Science Study Series books under contracts dating from January and March, 1958."

The advertisement features a large, stylized script "Strong" at the top. Below it, the words "FOLLOW SPOTLIGHTS" are written in a bold, blocky font. The central message is: "are installed in public and parochial grade schools, high schools, colleges and universities in every state for plays and concerts in the auditorium, dances and entertainments in the gym, and half-time ceremonies in the stadium". Other text includes: "INCANDESCENTS THAT ARE 9 TIMES BRIGHTER ARCS THAT ARE 15 TIMES BRIGHTER", "REQUIRE NO EXTRA EQUIPMENT — plug into 110-V A.C. outlet.", "CUT OPERATING COSTS AS MUCH AS 73%", "EXCLUSIVE LENS SYSTEM ELIMINATES WASTE OF LIGHT", and "A SHARP ROUND SPOT ALWAYS". A circular arrow on the left says "DEMONSTRATION ON REQUEST". At the bottom, there is a logo for "Strong" and "GENERAL PRECISION COMPANY", followed by "A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION". A postcard section asks for name, school, street, city & state, and length of throw in feet, with a note: "Please send spotlight brochure and dealer's name." The address "49 City Park Avenue • Toledo 1, Ohio" is also listed.



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News

AD MULTOS ANNOS

★ Rt. Rev. Msgr. FREDERICK G. HOCHWALT, who for nearly 16 years has been Executive Secretary of the National Catholic Educational Association, early in June will observe his 25th anniversary as a priest. Children in Catholic schools in the United States have, up to the present date, contributed more than 3 million days of prayer to a spiritual bouquet for Msgr. Hochwalt. Msgr. Hochwalt belongs to the Archdiocese of Cincinnati.

★ REV. HYACINTH SULLIVAN, C.P., former teacher and trainer of seminarians at St. Michael's Seminary, Union City, N. J., and Holy Cross Seminary, Dunkirk, N. Y., celebrated his golden jubilee on March 3.

★ BROTHER BERTHULIAN JOSEPH, F.S.C., former principal of St. Augustine's High School, Brooklyn, N. Y., observed the 25th anniversary of his profession on March 27. Brother Joseph taught at many other schools in the New York area and is now director of Hillside Scholasticate, Christian Brothers' house of formation. He is the author of two mathematics textbooks, two mathematics pamphlets, and a contributor of articles for the *La Salle Catechist*.

★ REV. ANTHONY FEYER, professor of Semitic languages at St. Francis' Seminary, Loretto, observed his 35th year in the priesthood on March 28.

★ Two Christian Brothers, both members of the faculty at Manhattan College, New York City, observed their golden jubilee on April 23. They are BROTHER DONATIAN JOSEPH and BROTHER ABDON WILLIAM. Brother Joseph was principal and director of the religious community at De La Salle Academy, Newport, R. I., from 1929 to 1941 and is former president of the Rhode Island Secondary School Principals Association and Rhode Island Catholic Teachers Institute.

★ SISTER M. LUITGARDE MENGWASSER, of Mt. St. Scholastica Convent, Atchison, Kans., marked the 77th year of her life as a member of the Benedictine Sisters recently.

★ SISTER M. MINALIA of the Franciscan Sisters of the Poor celebrated her Golden jubilee on April 25 in St. Claire Convent, Hartwell, Ohio. Sister Minalia is provincial consultant and supervisor of nursing for her community. She is the former director of the school of nursing of St. Elizabeth's Hospital at Dayton, Ohio, where she is now stationed.

★ MOST REV. JOSEPH F. RUMMEL, S.T.D., celebrated his silver jubilee as Archbishop of New Orleans on May 18. He was the Bishop of Omaha, Neb., before being installed at New Orleans. Archbishop Rummel has served on many national and international committees, including the episcopal chairmanship of various NCWC departments.

★ BROTHER ANGELO MONETA, S.J., sacristan and custodian of the domestic chapels

at the University of Santa Clara, Calif., observed the golden jubilee of his profession on March 11.

★ REV. PETER WEITHE, O.F.M., circulation manager of the *St. Anthony Messenger*, celebrated the silver jubilee of his ordination on April 27 at Detroit, Mich.

★ Three Missionary Sisters of the Sacred Heart who received their religious habit from St. Frances Xavier Cabrini observed their golden jubilee on April 27 at Villa Cabrini Academy, Burbank, Calif. They are MOTHER M. BENEDETTA MIGLIONICA, principal of the academy; MOTHER THERESA GIROLOMO, teacher; and MOTHER BIBIANA TONANI, also stationed at the academy. Mother Benedetta, an R.N., was superintendent of nurses at Columbus Hospital, Chicago, before being reassigned to teaching. Mother Theresa has taught in almost every state in which the Missionary Sisters have schools. Mother Bibiana was formerly educational supervisor of the Missionary Sisters' day nursery in Los Angeles.

★ BROTHER GEORGE HAARMANN, S.M., treasurer of Don Bosco High School, Milwaukee, Wis., observed his silver jubilee as a Brother of Mary, at a Solemn High Mass on Saturday, April 30.

HONORS AND APPOINTMENTS

N. J. Colleges' President

SISTER HILDEGARDE MARIE, president of the College of St. Elizabeth, Convent Station, N. J., was elected president of the New Jersey Association of Colleges and Universities at the group's 16th annual meeting at the Newark College of Engineering recently.

New Formation Secretary

SISTER ANNETTE, C.S.J., chairman of the psychology department at the College of St. Catherine, St. Paul, has been named new executive secretary of the Sister Formation Conference. She succeeds SISTER MARY EMIL.

Nun Is Top Scientist

SISTER MIRIAM EUGENE, director of the science department of Holy Names College, Spokane, Wash., has received three major science grants—all within six days. Her department, which Sister has directed since 1944, won an \$8,000 Atomic Energy Commission research grant, a \$6,700 National Science Foundation grant to conduct a special institute for high school science and mathematics teachers, and a Ford Foundation grant for experimentation in teaching radiation biology by tape recordings.

Missionary Is Professor

A Claretian missionary priest, REV. JOSEPH G. MONTERO, C.M.F., recently has been appointed professor of foreign languages at the famed Imperial University of Kyoto, Japan. Kyoto University, founded in 1897, is a state institution. In a country with less than one per cent Catholic population, this is an honor for the Catholic Church. Father Montero was ordained in Washington in 1956 and received his master's degree in sociology from Catholic University of America before leaving for the missions in 1957.

Loyola University Award

The third Christian Wisdom Award of

(Continued on page 73)

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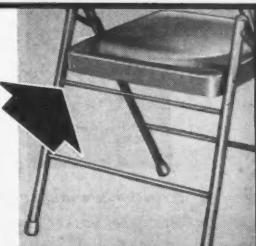
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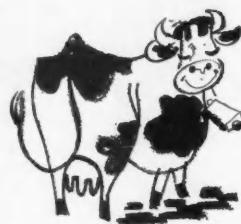


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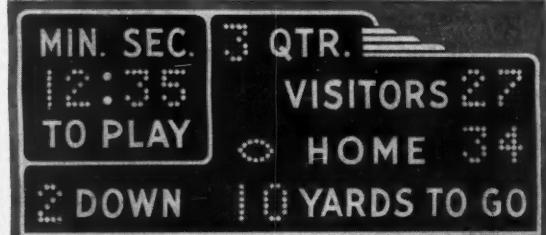
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NEWS

(Continued from page 70)

Loyola University, Chicago was presented recently to REV. GUSTAVE WEIGEL, S.J., of the faculty of Woodstock College, Md., for his "major contributions to the science of theology."

1960 Marillac Medal

MISS MARY L. DIXON, librarian at the United States Naval Medical School of the National Naval Medical Center, Bethesda, Md., has been selected to receive the St. Louise De Marillac Medal, presented annually by St. Joseph College, Emmitsburg, Md. The medal is given in recognition for her "outstanding personal service on behalf of her neighbor." She was chosen as the recipient for the 1960 award by Archbishop O'Boyle. Miss Dixon formed the Washington, D. C., Circle, International Federation of Catholic Alumnae in 1949.

Journalism Award

LEONARD J. MCADAMS, of Haddon Heights, N. J., a *Philadelphia Inquirer* reporter, has been named winner of Villanova University's 1960 St. Augustine Award for distinction in journalism. The award is named for the patron saint of printers and given annually. Mr. McAdams was formerly with the *Catholic Standard and Times*, Philadelphia. He has also won the Annenberg award for outstanding journalism.

Fordham's Insignis Medal Conferred

CHARLES F. VATTEROT, Jr., a founder and past president of the Catholic Interracial Council of St. Louis, received Fordham University's Insignis Medal recently in New York for "extraordinary distinction in the service of God through excellent professional performance." He was cited for providing improved housing for Negroes in St. Louis, Mo. Mr. Vatterot has also established a scholarship program on the graduate level at Fordham, together with the Catholic Interracial Council of New York, for preparation of executives in the field of race relations.

Librarian Leader

BROTHER RAYMOND NARTKER, S.M., librarian of Chaminade High School, Mineola, N. Y., has been elected chairman of the high school section of the Catholic Library Association. He began his term of office at the national conference held during Easter week in Chicago. Brother Nartker has served as vice-chairman of the high school section and as editor of the newsletter for the past year.

Oxford Honors Cardinal

HIS EMINENCE WILLIAM CARDINAL HEARD has been elected an honorary fellow of Balliol College, England. He is only the second cardinal since the Reformation to be so honored by an Oxford University college. The Scotland-born, convert-cardinal was formerly dean of the Sacred Roman Rota. The only other post-Reformation cardinal to be given an honorary fellowship was Cardinal John Henry Newman.

Pope Honors U. S. Prelates

Pope John XXIII has named two American prelates to a new permanent committee for International Eucharistic Congresses. BISHOP LAWRENCE J. SHEHAN,

Bridgeport, Conn., was appointed vice-president of the committee, and BISHOP BRYAN J. MCENTEGART of Brooklyn, N. Y., was named counselor on committee. Other members of the newly established committee are: ARCHBISHOP JOSE DA COSTA NUNES, member of the Vatican headquarters staff, president; and LUCIAN MASSE, director of Provincial Bank of Canada, director.

Jesuit Philosophical Officers

REV. W. NORRIS CLARK, S.J., professor of philosophy at Fordham University, has been elected president of the National Jesuit Philosophical Association. REV. CHARLES L. SWEENEY, S.J., associate professor of philosophy at St. Louis University (Mo.) College of Philosophy and

Letters, was named secretary. The recent meeting, held in St. Louis, was attended by representatives from faculties of Jesuit seminaries, colleges, and universities in the United States and Canada; they discussed current philosophic problems.

Jewish Seminary Honors Jesuit

VERY REV. LAWRENCE McGINLEY, S.J., president of Fordham University, was the recipient of a gold medal and the humanitarian award on May 15 at the 10th anniversary celebration of the Jewish Theological Seminary, New York City.

College Sister Honored by France

SISTER MARY LELIA, S.S.N.D., a member

(Continued on page 74)



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NEWS

(Continued from page 73)

of the Notre Dame College (St. Louis, Mo.) faculty who is currently on loan to Mt. Mary College, Milwaukee, has been awarded the *Palms Academiques* by the French government. The citation is presented to those instructors and professors who have made "an outstanding contribution" to French culture through their teaching. She established and directed, from 1950 to 1956, the Cultural Center conducted by the School Sisters of Notre Dame in Rome.

Seton President Inaugurated

RT. REV. MSGR. JOHN J. DOUGHERTY was inaugurated as the 13th president of

Seton Hall University, South Orange, N.J., on April 25. He received the seals of office from Most Rev. Thomas A. Boland, Archbishop of Newark and president of the Seton Hall board of trustees. More than 180 colleges and universities from all parts of the nation were represented at the ceremonies.

Christian Culture Award

JOHN COGLEY, editor, columnist, and author, has been named for the 1960 Christian Culture Award of Assumption University, Windsor, Ontario. The gold medal, given annually by the university to an outstanding layman exponent of Christian ideals, was presented to Mr. Cogley on April 10 at the university. He is now a columnist for *Commonweal* magazine and a director for the center

for the study of democratic institutions of the Fund for the Republic at Santa Barbara, Calif.

Magnificat Medal Presented

MARGARET J. MEALY, executive secretary of the National Council of Catholic Women, has been named as the winner of the 1960 Magnificat Medal of Mundelein College, Chicago.

Cardinal Cushing Honored

Gonzaga University's DeSmet Medal, the school's most coveted award, was given this year to RICHARD CARDINAL CUSHING, Archbishop of Boston. Cardinal Cushing was chosen "because of his outstanding and generous contributions to Catholicity in the Northwest, particularly his donations of missionaries to under-staffed areas." The DeSmet Medal, renewed last year after being discontinued during World War II, is a commemoration of Father Peter DeSmet, S.J., pioneer missionary priest of the Northwest and one of the outstanding figures of the Church's development in that area of the country.

SUMMER EDUCATION COURSES

Assumption College

Co-educational summer session, June 23-August 5. Undergraduate and graduate level courses include studies in education, language, social studies, philosophy, theology, and sociology. Paul L. Ryan, director of Community and Extension Services, Assumption College, Worcester, Mass.

Bellarmine College

Six-week modern foreign language institute, June 13 to July 22. Co-educational courses in French, Spanish, Russian, and foreign language laboratory techniques. Bellarmine College, Louisville 5, Ky.

Beets Reading Clinic

Annual Laboratory-Demonstration Workshop, July 11-22. Theme: "Foundations of Reading Instruction." Many extremely vital courses offered to improve retention and recognition. Write: Registrar, The Beets Reading Clinic, Haverford, Pa.

Immaculate Heart College

Library Institute, Reading Guidance for the Gifted, July 18-26. Program designed to help those engaged in developing an enriched reading program by drawing on the combined resources of school, home, and library for gifted students of all ages. Two semester hours of graduate credit granted. Scholarships offered. Immaculate Heart College, Graduate Dept. of Library Science, 2021 N. Western Ave., Los Angeles 27, Calif.

Marquette University

Admissions Counseling Institute, June 28-30. Theme: "The Critical Countdown," purpose, preparation, placement, admission, adjustment in launching a college career. Sponsored by department of education. For more information write: Dr. Nick J. Topetzes, Marquette University, 627 N. 13th St., Milwaukee 3, Wis.

Martin Hall

Speech clinic, teachers' session, ten week course beginning July 5. Open, and encouraged, for members of all religious faiths. Write: Speech Clinic, Martin Hall, Bristol, Rhode Island.

(Concluded on page 75)

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NEWS

(Concluded from page 74)

New York State Historical Association

Seminars on American Culture, July 3-9 and 10-16. Offered to Americana enthusiasts of all ages and occupations, amateurs and professionals. Seven courses offered each week. Applications accepted for both sessions. Write: Louis C. Jones, Director, New York State Historical Association, Cooperstown, N. Y.

St. Joseph College

College preparatory training course, June 27-August 6. Free college level instruction to all qualifying students. College credit given. Course offered to high school students (boys and girls) who have completed junior or senior year. Students of any race or religion accepted. Apply to Registrar, St. Joseph College, West Hartford 7, Conn.

St. Michael's College

Co-educational summer session, June 27 to August 5. Courses lead to Master of Arts degree in English, French, history, Latin, and sociology. Also offered are guidance institute, summer leadership courses for the Confraternity of Christian Doctrine, and a teachers' institute in the program of English for foreign students. Apply: Registrar, St. Michael's College, Winooski Park, Vt.

St. Mary's University

For the first time in its 108-year history, St. Mary's University offers graduate work during the summer session. There will be 37 graduate courses, including courses in theology and education.

This graduate program is coeducational, master's degrees are conferred in business administration, chemistry, economics, government, history, mathematics, physics, and theology.

Summer sessions begin on June 8 and July 19. Write to: L. H. Mai, Ph.D., dean of the graduate school, St. Mary's University, San Antonio 1, Tex.

COMING CONVENTIONS

June 19-22. Seventh National Conference on Campus Safety, sponsored by the National Safety Council. Further information from: Francis J. Quinlan, Program Chairman, Safety Div., Cornell University, Ithaca, N. Y.

June 20-23. National Catholic Family Life Conference, San Antonio, Tex.

July 31-August 7. International Eucharistic Congress, Munich, Germany. Travel reservations may be made with any American Express Company and other travel agencies.

August 9-12. Fourth Convention of the World Union of Catholic Teachers, Bruges, Belgium.

August 10-13. Annual Sisters' Conference on Spirituality, University of Portland, Ore. Conference is designed to allow the representatives of religious orders to discuss current problems for the preparation of apostolates in their specific fields.

September 23-25. Diocesan Congress of the Confraternity of Christian Doctrine, Rutland, Vt., Burlington Diocese. Special topics and general sessions for all lay people and the clergy.

Presenting-the NEW concept in floor machines

Here it is—your new, compact, low-slung, up-to-the-minute Floor Machine—as modern as the latest sports car or guided missile. In keeping with the modern trend to more compact, mobile, "packaged" equipment, this new Series SS Super Service Floor Machine gives you easier handling, wider range of utility, lower labor cost floor maintenance.

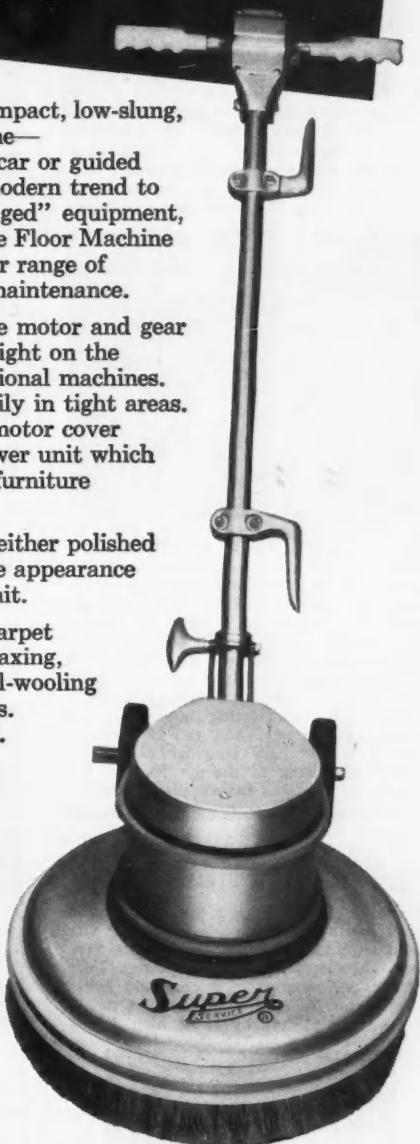
This new Super SS puts the motor and gear unit closer to the floor—the height on the brush is lower than in conventional machines. The Series SS is operated readily in tight areas. A rubber bumper around the motor cover protects furniture from this lower unit which gets close up to hard-to-move furniture and walls.

And all metal surfaces are either polished or heavily chrome plated. Fine appearance is assured for the life of the unit.

Use it for wet scrubbing, carpet shampooing, floor polishing, waxing, sanding, buffing, grinding, steel-wooling and all floor maintenance tasks. 4 sizes. 13", 15", 17" and 20".

Trouble-Free Motor...

The specially designed compact motor and gear unit on Super Series SS Floor Machines provides maximum reliability and rigidity under the most extreme hard duty. Lowest noise level—practically silent. Extremely high overload capacity will function perfectly far above rated HP. Planetary, helical cut gear is permanently lubricated and sealed. Shorter, sturdier handle is adjustable through 90°. Self-retracting 5" ball bearing wheel carriage. Simple, durable switch, weight of hand alone keeps switch in contact—no effort needed. Stops when grip is released.



Your local Super distributor will gladly demonstrate.

Write for catalog.



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Power Suction Cleaners • Quality Floor Machines

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"THE DRAFT HORSE OF POWER CLEANING MACHINES"

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1957 N. 13th St., Toledo 2, Ohio

New Supplies

INTERCHANGEABLE WALL PANELS

Moduwall, just introduced by the school equipment division of Brunswick-Balke-Collender Co., Chicago 5, Ill., is a series of interchangeable wall panels that can be hooked into place to meet various teaching needs. This "working wall for learning" includes chalkboard, tackboard, pegboard, flannel board, cabinets and open shelves, easel and utility rail. Each Moduwall com-



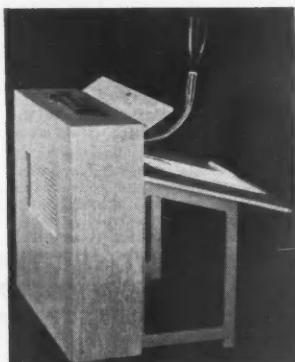
Eight "Walls" Offered

ponent is mounted and held securely in place by a series of six-foot parallel standards. Each component is based on a four-foot module width so it can be easily interchanged for different class needs and different age groups. Units can be hung at various eye levels. In a few moments, a primary classroom using large areas of tackboard and pegboard, can be changed into a junior high language area with chalkboards hung to the eye level of the older students. Send for complete details.

(For Further Details Circle Index Code 0149)

PORTABLE P.A. SYSTEM

The Davis Courier is a portable, folding lectern with built-in sound amplifiers. Offered by Davisound Public Address Systems, Madison, N. J., it features high fidelity performance in a compact, light-weight unit. When folded, the unit measures only 5 in. deep by 19 in. high, by 20



Built-in Amplifiers

in. wide. Microphone and reading lamp fold out of the top compartment, ready to use, and do not have to be plugged in. This frees the slanted desk top for papers and notes. The amplification system is designed for halls seating up to 1000 people. Lectern has two built-in loud-speakers, and a 40-watt adjustable lamp. The white oak cabinet comes in a blond, hand-rubbed finish. Optional accessories include a lapel microphone and a nylon cover. Send for illustrated specifications sheet.

(For Further Details Circle Index Code 0150)

COMPACT BOOK CART

A mobile, double-sided book cart with 18 ft. of book storage space has been added to the line of modular school equipment made by Grade-Aid Corp., Nashua, N. H. The cart, 3 ft. high and 3 ft. wide, has three bookshelves on each side. It is mounted on four casters for easy moving. The welded steel cart is available in either tan or grey enamel finish.

(For Further Details Circle Index Code 0151)

NEW ELECTRIC TYPEWRITER

A number of innovations and improvements mark the new Royal electric typewriter, all designed to give the typist greater efficiency, speed, and convenience with less typing strain and posture fatigue. Spring tension controls on each key, uni-



Less Typing Strain

form key dip, a finer adjustment of upper and lower case characters on the same typebar, a high speed shift key, automatic margins, line meter, half-spacer key, and Twin-Pak ribbon changer are some of its features. The designers have even installed a two-tone chime in place of the conventional bell indicating the end of a line! The machine is offered in five decorator colors: oyster white, pearl gray, mist green, sapphire blue and petal pink.

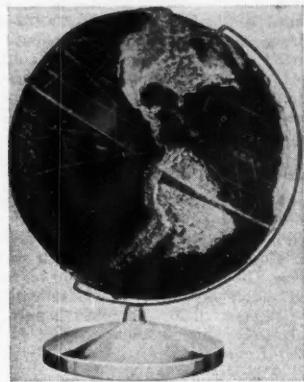
For complete information write to Royal Typewriter Co., Port Chester, N. Y.

(For Further Details Circle Index Code 0152)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

ACCURATE RELIEF GLOBES

Tru-Vue, two-globes-in-one, from Weber Costello Co., Chicago Heights, Ill., is an interesting new geography teaching aid. This relief globe consists of two globes: an inner black or blue globe encased in



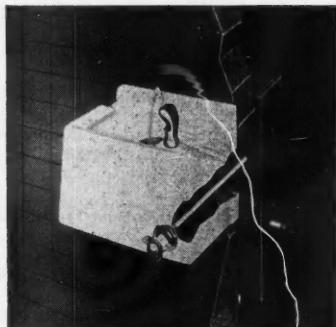
Two Globes in One

a transparent plastic outer globe that has all land areas raised in relief above sea level. The globe measures 12 in. in diameter at sea level, 13 in. at high elevations, and 3 ft. in circumference. The shell is made of Midlon B, a butyrate plastic material that will not discolor, is practically unbreakable, will not shrink or expand. It can be marked with grease pencil or marking device and easily erased. The globe is reproduced in 12 color tones and has a chrome base and semi-meridian.

(For Further Details Circle Index Code 0153)

ALL-WEATHER EXTERIOR FOUNTAIN

A new exterior wall fountain that operates even in below freezing temperatures is available from Halsey W. Taylor Co., Warren, Ohio. An automatic, frost proof supply valve and drain assembly provides



Water Won't Freeze

complete drainage back into the cabinet, mounted inside, after every use. Valve extensions are custom made to exact wall thickness. No cutting or fitting is required on the side. Cabinet has access panel; fountain and valve assembly is shipped for easy installation. The unit is equipped with two steam mound-building projector. All exposed parts are chrome plated to withstand varying outdoor weather conditions.

(For Further Details Circle Index Code 0154)

DUPPLICATING STENCIL

The Gestetner Corp., Yonkers, N. Y., announces a completely new, high quality duplicating stencil known as the Executive. A special formula of multiple coatings, applied to the stencil, automatically compensates for the different styles of type, broad and standard, assuring extra sharp copy. Extra stencil strength prevents tearing and distortion of copy during long runs. The stencil is pure white when placed on machine, showing material clearly for possible last minute corrections. The stencil is ready for insertion into the typewriter just as it comes out of the box, with the blue cushion sheet pre-inserted at the factory. The cushion sheet aids in proofreading on the typewriter and can transfer a typed carbon image to the backing sheet.

(For Further Details Circle Index Code 0155)

TAPERED LEG CHAIRS

The No. 210 Academy Series chair from General School Equipment Co., St. Paul, Minn., features tapered legs designed to increase the chair's stability and balance. Rear legs are extended back and outward to protect walls from scrapes and scuffing. Cross-designed, tubular steel understructure



Increased Balance Design

is welded at five points for extra sturdiness. The chair has a Bodytone seat and back with an optional bookrack offered in matching color or chrome. Write for complete details.

(For Further Details Circle Index Code 0156)

CORK IN 16 COLORS

Color-Cork, offering unlimited applications for walls, floors, and bulletin boards, has been developed by Gotham Materials, Inc., New Rochelle, N. Y. The cork is offered in a range of 16 pastels and deep shades. Rolls are available in lengths up to 90 ft., and widths of 36, 42, 48, and 78 inches. The material is also offered in square tiles of 6, 9, 12, and 18 inches. Rolls and tiles both can be ordered with $\frac{1}{8}$ - or $\frac{1}{4}$ -in. thicknesses. Cut orders of any dimensions in widths up to 78 in., are also offered. Send for complete details.

(For Further Details Circle Index Code 0157)

REVISED WORLD MAP

An up-to-date World Map centered upon the Americas is announced by the Denoyer-Geppert Co., Chicago 40, Ill. The 64 by 44-in. map is divided across central Asia

to present an unbroken picture of the Americas, and the Atlantic and Pacific Oceans. The scale used is 400 miles per inch. A contour layer coloring system combined with visual relief shading makes major landscape features more apparent. The contour layer coloring is also extended to show general ocean depths. International boundaries as of 1959 are indicated on the map, as well as capital cities, railroads and sea routes. Two insets show the polar projections of the Arctic and Antarctic areas. The cloth map is available in four mountings: with top and bottom moldings, dissected to fold with eyelets at top, in steel spring roller case; and in a fabric cover with spring roller and steel board. Send for price information.

(For Further Details Circle Index Code 0158)

CLASSROOM TOTE TRAYS

Thermoplastic tote trays for classroom use are available from Hollywood Plastics, Inc., Los Angeles, Calif. These Thrifline Tote Trays are designed to fit pre-manufactured school cabinets. The trays are seamlessly molded of high impact polystyrene material for maximum, yet lightweight, strength and durability. Available in seven sizes, the trays are offered in standard tan; but other colors are available upon request. A plastic card holder is attached for easy identification.

(For Further Details Circle Index Code 0159)

**CORRESPONDING CODE INDEX NUMBERS
TO BE ENCIRCLED CAN BE FOUND ON THE
CARDS IN THE READER'S SERVICE SECTION**

you know the three "R's..."
let us show you the three "F's"
of Rose of Miami's

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Exclusive and smart one piece uniform

Rose of Miami's version of the blouse and jumper

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of your choice, but always the finest available for the price.

FIT...
trim and pretty, a point of pride with Rose of Miami.

FASHION...
beautifully interpreted and adapted to the needs of youthful, growing figures... in any type uniform or accessory.

ROSE OF MIAMI SIMPLIFIES THE THREE R'S

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write now for a sample of our uniforms, won't cost you a penny, or obligate you in any way.

"RITHMETIC"...
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A COMPLETE LINE OF GIRLS' AND BOYS' SCHOOL UNIFORMS

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Write Today

to Rose of Miami, 2120 N.W. Miami Court, Miami, Florida for sample uniform to your specifications and our prices for same.

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For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent,—you pay nothing in advance. We supply on consignment your choice of **FOUR VARIETIES** of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$12.00 on every 30 sales of our \$1.00 box (66% profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES.

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Age if under 21 _____

Address _____

Organization _____

Phone _____

City _____ State _____

Mason Candies, Inc., Mineola, L.I., N.Y.

New Supplies

(Continued from page 77)

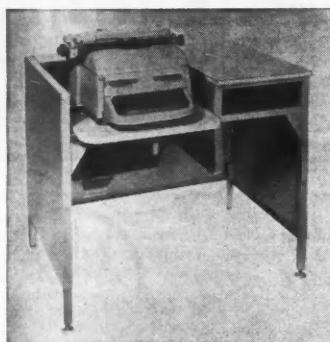
NEW MOUNT FOR PENCIL SHARPENER

A new mounting attachment permits a pencil sharpener to be affixed to glass, stone, or metal surfaces so prevalent in today's modern schools. Made by The Joseph Dixon Crucible Co., Jersey City, N.J., the product is named Any-Mount. A metal plate that serves as a base for Dixon Endro No. 20 sharpener, is held to the surface by a bonding agent. It will hold the sharpener tightly to any stable surface. The company also offers a new folder on "How to Service and Repair Your Pencil Sharpener." Send for a free copy.

(For Further Details Circle Index Code 0160)

STENO-TYPEWRITER DESK

The Tuck-A-Way desk is an improved steno-typewriter desk for commercial classes. Manufactured by Smith System Mfg. Co., Minneapolis 14, Minn., it has



Converts to Full Top

a full sized, flat top for commercial training that converts quickly to a regulation typewriter desk. The desk is ample for electric machines. The typewriter folds under the desk top where it is concealed and protected when not in use. The 38 by 26 by 30 in. desk has a Fiberesin top of tan birch grained plastic with an all steel understructure finished in tan baked enamel.

(For Further Details Circle Index Code 0161)

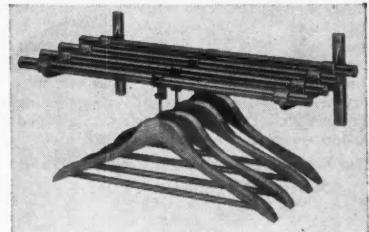
PAPERBACK BINDING KIT

Paperback books can be turned into hard-cover bound library volumes by means of an inexpensive Bind-Your-Own kits available through most bookstores. The kits, retailing at 98 cents and \$1.69, contain pre-cut materials for binding three paperbacks. Binding materials include hard covers, special cement, and gold-foil lettering strip for titling books. No tools, not even scissors, are needed. Made in England of quality materials, the kits are distributed in the United States by the Seward Commerce Co., New York 4, N.Y. Kits come in three sizes to fit most paperbacks and digest-size magazines and in several binding colors.

(For Further Details Circle Index Code 0162)

COMPACT HAT AND COAT RACKS

Vogel Peterson Co., Elmhurst, Ill., has developed a new wall mounted coat and hat rack for shallow or confined areas. The compact rack can be used behind doors and in small closets. The unit hangs parallel to supporting wall and projects out only eleven inches. Coats are held four deep and spaced apart. Standard in size and shape, the hangers have hookless attachments



Stores Without Crushing

which slip into fixed receptacles, permanently attached to the hat shelf. The hat shelves are formed of parallel aluminum tubes, rigidly held in cast aluminum wall brackets. They are offered in lengths two ft. and longer.

(For Further Details Circle Index Code 0163)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

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GIRLS
Catholic School**

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SHIRTS, SLACKS,
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SPORTSWEAR,
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and Brochures!

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MAKE STEPS SAFE!

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Frictioned Rubber Treads
Give More SAFETY, Wear-
Resistance and Quiet Cushion

Here are step treads compounded of special frictioned rubber for heavy duty traffic on any type of step. They end the slippery dangers of worn metal, concrete, tile or wood steps. MELFLEX Rubber's resilience gives safety longer because it outwears hard, non-resilient surfaces. It assures a tread that never wears slick. It gives cushion that quiet noisy steps. It gives treads that can be applied to any step surface material with MELASTIC cement—for long wearing economy and reduced step-maintenance costs.



Heavy Duty
Step Treads
In Color or
All Black

Treads, Runners, Flooring In Matching Colors For Lasting Service and Economy

All in matching marbleized colors or black—treads, runners, flooring can be supplied for complete installations in lobbies, runways, foyers, halls, aisles, corridors, locker and shower rooms. Such installations give longest trouble-free service, greatest slip-resistant safety.

Extra Heavy Duty Treads . . .

For outside or inside installations MELFLEX Kleet-Proof step treads give highest resistance to hard, scuffing wear. Compounded of special nylon fiber friction, these treads outwear any other type of tread covering. Can be applied to any base with MELASTIC cement. Meets any traffic need with safety and saving economy.



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**You DON'T have
to stretch Your Arm
to the ceiling!**

You can dust the ceiling and other high places, light fixtures, overhead pipes, vents, etc., from the floor! No ladders. No scaffold. Just a SKY DUSTER on its long handle, and, with one hand the job is done.

THE Sky Duster
REACHES UP, GRABS THE DIRT
AND HOLDS ON TO IT!

The SKY DUSTER covers 84 square inches. Six-sided to reach corners. Made of long wool fibers, magnetic-treated to attract and hold dust instead of scattering it. Washable. SKY DUSTER is complete with wool duster, and 15 foot telescoped featherweight handle. Extra 5 ft. extensions to reach up to 100 feet available.

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Gets them all
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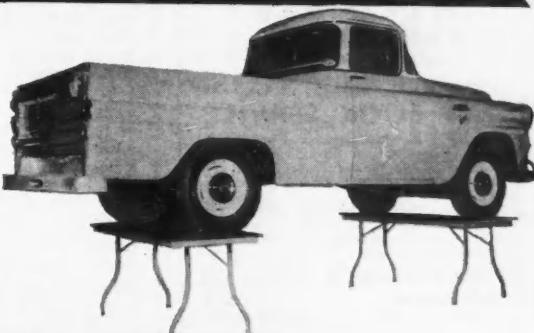
Dolge SS WEED-KILLER is deadly to any weed it hits. After one thorough application of this potent soil-sterilant, unwanted plant life can't even get started through the growing season. . . . Safeguards parking lots, terraces, drives, walks, gutters, sand traps, courts, tracks and other areas against ruinous growth. . . .

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2. Send us your order for all of your "OPENING OF SCHOOL" text needs. Fall billing automatically granted. Regular jobber discounts.

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CATALOGS AND BOOKLETS

Language Training Aids, Boyds, Md., has released a new Language Laboratory Equipment and Materials Catalog. Send for a free copy.

(For Further Details Circle Index Code 0164)

A free catalog from Midwest Folding Products Sales Corp., Roselle, Ill., features many push-button, folding units for schools, auditoriums, and recreation centers. Products listed include: tables, benches, choral risers, bandstands, stages, and portable handling equipment.

(For Further Details Circle Index Code 0165)

Custom-designed steel storage furniture for the elementary classroom is described in a colorful new brochure from St. Charles Mfg. Co., St. Charles, Ill. Illustrated mobile pieces are drawer, sliding door, and open shelving units; book mobile; clay and toy bins and housing; paper storage unit. Other units featured are wall units, sink, teacher's desk and wardrobe, and a general storage unit.

(For Further Details Circle Index Code 0166)

BOOKLISTS FOR SALE

Librarians and teachers interested in the following booklists should send their orders, together with check or money order, direct to the supplier at the address mentioned.

"The Catholic Booklist 1960" is available for \$1 from Catholic Library Association, 620 Michigan Ave., N.E., Washington 17, D.C. Aimed at improving Catholic book collections, this 52 pp. paperback attempts to "cull the pure gold from the literary ore of 1959." Its well-balanced selection of titles from 1958-60 is indexed by subject: biography, education, fiction, fine arts, history, literature, mission literature, philosophy, psychology, religion, social sciences, and reference works, plus brief classifications for young adults (grades 9-12) and juveniles. Each section has been compiled by a religious or lay authority in the field. The whole is well-edited by Sister Mary Reynoldine, O.P., of Rosary College.

Libraries will find the "Handy Key to National Geographics," an easy way to locate subjects and pictures in this popular magazine. This fourth cumulated edition is available from the compiler, C. S. Underhill, P. O. Box 253, Newark, N.J. Price is \$1.

"Growing Up With Books" is a gaily illustrated booklet, 3½ by 6 in., which lists more than 250 titles in juvenile literature, graded according to age (up to 12) and sex. Recently reissued by the Library Journal, 62 W. 45th St., New York 36, N.Y., this buying guide is available at 10 cents per copy; 100 copies for \$3.35. The prices are the same for copies of "Growing Up With Science Books," a listing of 200 outstanding science books for children of all ages (to 15 and up).

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(For more information from advertisers, use the postcard on page 81)

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below are provided for your convenience in requesting free product information, catalogs and literature offered by the advertisers and by manufacturers listed in New Products and Literature. To obtain this information or literature, encircle code number, sign the card and mail. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
60 ABC School Uniforms, Inc.....	73	618 Exec Manufacturing Co.....	8
School uniforms		Paste pen	
61 Acme Visible Records, Inc.....	74	619 Field Enterprises Educational Corp.....	2
Record systems		World book encyclopedia	
62 All American Suppliers.....	78	620 Graflex, Inc.....	1
Uniforms and accessories		Filmstrip and slide projector	
63 American Playground Device Co..	72	621 Graubard's, Inc.....	66
Uniform hanger		Girls student uniforms	
46 Beckley-Cardy Company	11	622 Guide to Catholic Literature....	70
School supplies. Write for catalog		Author-title-subject bibliography	
65 Benziger Brothers	8	623 Hillyard Chemical Co.....	46
Catholic textbooks		Maintenance supplies	
66 Bittel, Philip & Margaret.....	80	624 Hunter Douglas Aluminum Div. Bridgeport Brass Co.....	4
Diplomas, free samples		Audio visual blinds	
67 Brown Company, M. D.....	72	625 Krueger Metal Products.....	71
Scoreboards		Portable seating	
68 Bruce Publishing Company.....	7	626 Levelor Lorrentzen, Inc.....	9
Our Holy Faith Series		Venetian blinds	
69 Bruce Publishing Company Modern Catholic elementary school texts		627 Mason Candles	78
.....3rd cover		Fund raising plan	
610 Catholic Book Publishing Co....	10	628 Metflex Products Co.....	79
St. Joseph Missal		Rubber step treads	
611 Catholic Book & Supply Co....	80	629 Meteric Dispensers	72
Book jobbers serving Catholic schools exclusively. Free circulars		Dispensing machines	
612 Central Scientific Co.....	71	630 Metwood Mfg. Co., Inc.....	79
New Cenco booklet		Folding tables	
613 Crestcard Company	69	631 Minnesota Mining & Mfg. Co. Magic mending tape	
Christmas assortment	4th cover	
614 Decar Plastic Corporation..	2nd cover	632 Monroe Co., The.....	80
Plastic desk tops		Folding banquet table line	
615 Dodge Co., C. B.....	79	633 Moore Company, E. R.....	11
Weed killer		Caps and gowns	
616 DuBois Chemicals, Inc.....	66	634 National Sports Company.....	71
Flo-Brite floor treatment		Gym suits	
617 DuBois Chemicals, Inc.....	80	635 National Super Service Co.....	75
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